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ABSTRACT

The New Leaders Academy (NLA) is a national leadership training program aimed at ensuring the continuity of effective leadership of, and improved practices within, youth employment and development programs. The first NLA residential training session, held at Gallaudet University (Washington, DC), enrolled and trained 31 participants (called "New Leaders") during 1999. An evaluation of the program, beginning in November 1998, produced a series of nine interim reports (appended to this document) that provided insight into program implementation and offered recommendations for refinement. Data for the evaluation was collected using first-hand observation of the training sessions, evaluations and surveys administered to participants, in-depth interviews with participants and administrators, and a sub-sample documenting the personal experiences of four participants. The study found that the NLA is an extremely effective professional development opportunity, producing substantial improvements in participants' intrapersonal, interpersonal, and leadership skills. The residential training sessions were particularly effective. However, participants reported having mixed experiences with the topical study group and career advisor components of the NLA. The study concludes that participation in the NLA led to program expansion and development and revitalized the programs in which the participants served. (KC)

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THE NEW LEADERS ACADEMY

FINAL EVALUATION REPORT

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

I. INTRODUCTION TO THE EVALUATION 1

II. IMPLEMENTING NLA: STRUCTURE, GOALS AND PROCESS 3

Overall Structure 3

Goals 3

Early Implementation 4

Staffing and Organizational Structure 4

Application Process 4

Review and Selection Process 5

The Inaugural New Leaders Class of 1999 5

III. OUTCOMES AND IMPACTS 7

Impacts on the New Leaders Themselves 7

Intrapersonal: Personal and Professional Growth 7

Interpersonal: Networking and Collaboration 10

Behavioral Development: Leadership Activities, Professional Contributions and New Assignments 12

Impacts on the Participating Organizations 15

Effects Beyond Home Organizations 17

Research 17

New Organizational Networks 18

IV. CONCLUSION 19

Appendices 1 - 10 20

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First, the authors would like to thank the National Youth Employment Coalition for the opportunity to closely observe the development and operation of the New Leaders Academy. NYEC afforded our team open access to every dimension of this initiative. As a result, we were able to obtain the clear and objective picture of NLA that follows in this report.

Funding for NLA and the research activity that culminated in this report was made possible through the generous support of the Wallace-Reader's Digest Funds, Texaco Inc., and the Hearst Foundations, Inc.

This study could not have been completed without the cooperation and assistance of the many people associated with the New Leaders Academy. In particular, we must thank Alan Zuckerman, the former Executive Director of NYEC, for his unfailing commitment to quality and continuous improvement based on evaluation. The field of youth service is better as a result. And special thanks go to Adrienne Smith, the Director of NLA, who welcomed us into the world of NLA and made herself available to answer what must have seemed like an unlimited number of questions. Most rewarding were the opportunities to discuss with Adrienne and Alan our interim findings and watch our feedback translate into effective action.

We must also acknowledge the NLA Board of Overseers, the NLA Faculty, and the Topical Work Group Advisors, all of whom made themselves available for interviews. And of course much credit must go to the New Leaders themselves who never made us feel like outsiders, but instead shared their experiences, both professional and personal, with us openly, honestly and with great thoughtfulness. If they represent the future of youth service, our youth are in very capable, caring hands.

A particular debt of gratitude must be paid to Lora Clack, Derrick Dolphin, Kimberly Keith, and Augustine Nevarez of the Class of 1999 for their special contribution to this study. They allowed us the unique opportunity to really understand the NLA experience, to see it through their eyes, and to learn what it means to be a New Leader.

The organizations from which the New Leaders were drawn contributed to this study as well. Each of the New Leaders' supervisors participated in a lengthy interview and their perspectives contributed greatly to our analysis.

We would also like to thank two of NIWL's interns, Ericka Schillinger and Jessica Scott who helped in the production of this and several interim reports. The documents were greatly improved by their diligence, attention to detail, and creativity. Lastly, our thanks to Ivan Charner, Director of NIWL and Chair of the NLA Board of Overseers. Ivan provided valuable project guidance, served as a liaison with the NLA Board, and read numerous drafts of numerous interim reports. Most importantly, he made it possible for us to dedicate more time to this project than we had originally committed to because it was the right thing to. May more New Leaders follow his example.

NEW LEADER ACADEMY EVALUATION
FINAL REPORT

I INTRODUCTION TO THE EVALUATION

The New Leaders Academy (NLA) was conceptualized by members of the National Youth Employment Coalition (NYEC) as a national leadership training program aimed at ensuring the continuity of effective leadership of, and improved practices within, youth employment and development programs. In 1997, NYEC received a planning grant from the Wallace-Readers Digest Funds to formally develop a proposal to launch NLA.

Thirty-one New Leaders were enrolled in NLA's inaugural class in December 1998. The first NLA residential training session was held at Gallaudet University in Washington, DC in February 1999 and the first class "graduated" a year later. NLA has since enrolled and trained a second cohort of New Leaders and at the time of this writing was about to enroll its third.

To track NLA's progress and ensure attention to a continuous improvement process, an evaluation component was built into the program design. AED was invited to conduct the evaluation and became involved in this aspect of NLA in November of 1998. A series of nine interim reports delivered to NYEC provided insight into program implementation and offered recommendations for refinement. These reports are attached as appendices and referenced throughout this final report.

The evaluation focused on how well the NLA was able to accomplish its three main goals of providing professional development to individuals, promoting relationship building among individuals and youth-serving organizations, and enhancing the field of youth service by strengthening the capacity of New Leaders and their organizations.

The evaluation team collected data using four major methods:

(1) first-hand observation of New Leader activities, including the residential sessions. The evaluation team directly observed virtually all aspects of the week-long residential experiences. Evaluators interacted with participants during meals, breaks, and evening activities, and in some situations, actually participated in session activities (e.g., role plays.);

(2) evaluations and surveys administered to New Leaders at critical junctures over a 14-month period (February 1999 – April 2000);

(3) in-depth interviews with New Leaders, their supervisors, Topical Study Group advisors, NLA staff and Board of Overseers; and

(4) a sub-sample documentary in which the personal experiences of four strategically selected New Leaders were carefully documented through on-going dialogues and exchanges. This component

of the evaluation was designed to augment the statistical information collected from all participants by examining in detail the experiences of a few representative individuals. Through conversations with the four participants in this sub-study, an important lesson became clear: while the New Leaders all gained positive experiences as a group, each participant's experience was also individualized and unique. That is to say, each New Leader grew and developed in ways that were influenced by their personal background, current professional context, and own needs.

Through analysis and synthesis of these data, AED generated findings and recommendations that were shared with NYEC on an on-going basis. This report summarizes the combined findings of the interim reports and presents a comprehensive picture of NLA's progress and outcomes from the implementation process through the operation of the initial program year culminating in a six month follow-up of program participants. This report also explores the impact of NLA participation on the organizations that sponsored the inaugural class of New Leaders.

List of Appendices Referenced in this Report		Delivery Date
1.	NLA Board Member Feedback	3/99
2.	First Residential Training Session Briefing Memo	3/99
3.	Pre-Program Planning Phase Report	3/99
4.	Workplace Supervisor Survey Results	11/99
5.	Topical Study Group Advisor Survey Results	12/99
6.	Second Residential Training Evaluation	4/00
7.	End of Year Evaluation Survey	4/00
8.	Sub-Sample Documentary	4/00
9.	Developing New Leaders: Four Profiles	8/00
10.	Leadership Index Survey Analysis	8/00

II IMPLEMENTING NLA: STRUCTURE, GOALS AND PROCESS

Overall Structure

NLA is designed to operate in one-year cycles. NLA seeks to recruit cohorts of up to 30 New Leader participants each year. The program year combines individually tailored experiential assignments with small-group research projects (i.e. Topical Study Groups), book-ended by a pair of week-long residential training sessions. Recognized experts in the field serve as faculty, advisors, and mentors.

Several aspects of NLA distinguish it from other leadership programs. The first is the year-long duration of the program. The second is the integration of a Topical Study Group research activity. The third is the development of innovative opportunities for experienced leaders and experts to serve as advisors to the New Leaders (NLs) beyond the residential setting. The fourth is the emphasis on networking and group goals.

Goals

NLA is an ambitious initiative that seeks to accomplish multiple goals. First and foremost, NLA seeks to enhance the personal and professional growth and career development of the New Leaders. Thus, building the personal capacity of individuals to serve as future leaders is considered to be the primary goal of NLA. Three facets of individual and professional growth were anticipated.

Intrapersonal Growth -- Enhanced Professional Identify, Skills, Knowledge
Interpersonal Growth -- Expanded Interactions and Sphere of Influence
Behavioral -- Changed Roles in and Contribution to Leadership Activities

At the same time, NLA seeks to nurture relationship building and collaboration by increasing the strength, size, and influence of the New Leaders' network. A strengthened network of youth-serving professionals, it is argued, would lead to support of continued peer exchange, professional development, and reciprocal support of the NLA (e.g., as future advisors, faculty, or board members).

Ultimately, NLA seeks to advance the field of youth service, by promoting the sharing of best practices, broadening positive inter-organizational cooperation, and leveraging influence and resources throughout the youth-serving field. In particular, it was anticipated that benefits should accrue to the sponsoring organizations in return for the commitment they make with respect to submission of the application, release time for the participant, support of their travel, and involvement of their supervisor. The true measure of NLA's success will be the degree to which development of individual New Leaders translates into improved services for America's youth, either through direct interaction with young people or mediated through the organizations for which they work.

Early Implementation

The NLA proposal received favorable review from the Wallace-Readers Digest Funds in the Fall of 1998, but did not receive formal funding until January 1999. The proposal, which served as the implementation work plan, called for enrolling the first class in January of 1999, leaving less than three months of lead time. The start date was ultimately pushed back to February in response to advice from the Board of Overseers and the evaluation team. Still, the ramp-up period for the inaugural class was remarkably short. This presented one of the most significant challenges for implementation and required expeditious and efficient planning and action.

Staffing and Organizational Structure

On October 1, 1998, NYEC hired an individual to serve as the Director of the NLA initiative. While the Director's main responsibility is the management and operation of the NLA program, she played an intimate role in its design and development. A Board of Overseers was convened to provide advice and guidance and, in fact, the Board served a notably active and constructive role during early implementation. The Board held their first meeting December 15, 1998 and the Chair facilitated regular conference calls. Communication between the Board Chair and the Project was frequent and substantive. Lastly, NYEC provided organizational support and resources throughout the development process for the residential sessions and on-site support during the week-long trainings.

Application Process

The first major implementation challenge to be addressed was recruitment. NLA sought to enroll 30 "rising leaders" in each of its cohorts, including its initial class. The typical New Leader was envisioned to have approximately five years of experience, a personal commitment to youth but perhaps little in the way of professional training, and on the verge of career advancement, preferably within the field. The evaluation team voiced concern that the feasibility of meeting the target number of 30 was likely compromised by the short time available to put applications in appropriate hands, have them completed, returned, and reviewed.

The revised NLA start date was set at February 15, 1999. Selection and notification was scheduled to be completed by December 31, 1998. To accommodate time for the review process, December 4 was set as the application due date. That meant applications needed to be produced, distributed, completed, and returned within approximately six weeks. Remarkably, NYEC rose to this challenge. Using its extensive network, NYEC compiled contact information from numerous mailing lists. NYEC conducted a wide sweep of youth employment and development organizations, and included many agencies and organizations not traditionally included in such compilations, such as childrens' museums and arts groups.

By the end of October application materials had been developed, revised, and distributed to over 1,000 individuals and organizations. Seventy complete applications were received by the due date. An additional eight arrived late or incomplete. Applicants represented a diverse cross-section of

the youth-serving field with respect to age, gender, race/ethnicity, educational level, and geographic location, although most applicants tended to be female, college-educated, between the ages of 30-39, and from either the east or west coasts (especially California.) Most noteworthy, perhaps, was the high percentage of applications received from individuals not affiliated with member organizations of NYEC. This level of interest presumably helped to build awareness of NYEC and the resources it offered the field of youth service providers.

Review and Selection Process

Simultaneous to distribution of applications, development of the review process was undertaken. Reviewers were recruited from among the NLA working group. Application packages were quickly put in the hands of the reviewers, who had only one week to complete their reviews. Each application was read and scored by one reviewer using a three point scale (i.e., accept, decline, or send to second tier review). Reviewer decisions were based on personal statements from the applicants, recommendations and letters of support, and an analysis of career history and trajectory. The final decision-making called for Board members to conduct the second tier reviews. The first round of scored reviews were submitted to NYEC for compilation and then forwarded to the Board of Overseers for selection.

At the following Board meeting, shortcomings in the review process became evident. The three point scale proved to be inefficient and there appeared to be a high level of subjectivity among the single reviewers. Limited preparation and review time contributed to these problems which have since been rectified. To optimize the selection process, the applications would require a second review. Because of the tight time constraints, redistributing applications to the reviewers was unfeasible. To resolve this challenge, the Board agreed to review all applications. During a pair of extensive conference calls, 77 applications were discussed and re-ranked, this time using a more discriminating five point scale. A final list of 31 were identified for inclusion in the first class of New Leaders by the end of December 1998, according to schedule.

Lessons from the review and selection process resulted in subsequent refinements. As a result, current processes and procedures circumvent the problems experienced in the pilot year, ensuring thorough and rigorous New Leader recruitment. (For more on the implementation process see Appendix 3.)

The Inaugural New Leaders Class of 1999

The selected New Leaders were viewed as a remarkably qualified group. Indeed, members of the inaugural class were characterized as talented, motivated, and already established within their respective organizations.

Two thirds of the New Leaders were women. Whites comprised 39 percent of the inaugural class. One third were African American, sixteen percent were Hispanic/Latino and six percent were Asian.

Half of the class had obtained their bachelor's degree and a quarter had obtained an advanced degree. The remaining seven individuals had some college experience and one had obtained an associate's degree. Several in the group were continuing or completing their education.

Over half of the class were between the ages of 30 and 39. Twenty-nine percent were in their twenties. The remaining six individuals were between the ages of 40 and 49.

Nearly a quarter of the first class worked with organizations based in the state of California. A total of 11 came from western states, 12 came from east coast states, and 6 from the mid-west. There were no New Leaders from southern states and only a few applicants. One New Leader was from the territory/country of Palau.[1]

DEMOGRAPHICS OF NLA CLASS OF 1999

		#	%
Gender	Male	11	35
	Female	20	65
Race/Ethnicity	White	12	39
	African-Amer	10	32
	Hispanic	5	16
	Asian/Pacific	2	6
	Bi-racial	1	3
	Not reported	1	3
Age	25-29	9	29
	30-39	16	52
	40-49	6	19
Educational Level	Some College	6	19
	Associates	1	3
	Bachelors	16	52
	Masters	8	26
Locations	California	7	23
	DC	3	9
	Mass.	3	9
	Ohio	3	9
	New York	2	6
	Texas	2	6
	Virginia	2	6
	Washington	2	6
	All Others	7	23

1. Perhaps due to distance, the New Leader from Palau did not return for the second NLA residential training session.

III OUTCOMES AND IMPACTS

"You don't know how valuable the NLA experience is until you start living it."
A Class of 1999 New Leader in September 2000

NLA sought to accomplish its goals through a combination of structured activities and semi-structured experiences.[2] The most important of these were the:

- Application Process – designed to engage the New Leader's immediate supervisor, commit the New Leader's home organization to the process, and create a sense of selectivity.

- Residential Training Sessions – these sessions were designed to offer intensive substantive training and professional development through presentations by and interaction with experienced faculty, formal and informal networking opportunities, exposure to motivational speakers, and participation in Individual Development Plans and 360 degree assessment.

- Topical Study Groups – these working groups, lead by Topical Study Group Advisors, were designed to create opportunities for in-depth topic exploration, data collection and synthesis, report preparation, team building, and provide opportunities for individual leadership.

- Career Advisors – New Leaders were matched with individual Career Advisors who would serve as professional mentors offering advice, counseling, and networking opportunities.

- Access to supports from NLA staff and NYEC – throughout the Academy experience, NYEC made its staff and resources available to New Leaders on an as needed basis, lending assistance and guidance to all New Leaders on an individual basis.

This chapter examines the impacts and outcomes that accrued to New Leaders, their organizations, and the field as a result of participation in these activities and experiences.

Impacts on the New Leaders Themselves

The research team anticipated at least three dimensions of professional development that would accrue to the New Leaders: intrapersonal growth; interpersonal growth; and changes in behavior and actions. Each is examined in turn below.

Intrapersonal: Personal and Professional Growth

It is assumed that effective leaders must first see themselves as leaders and possess the requisite skills to act like leaders. Therefore, the research set about to examine the intrapersonal growth that occurred within New Leaders as a result of their participation in NLA. By intrapersonal we mean

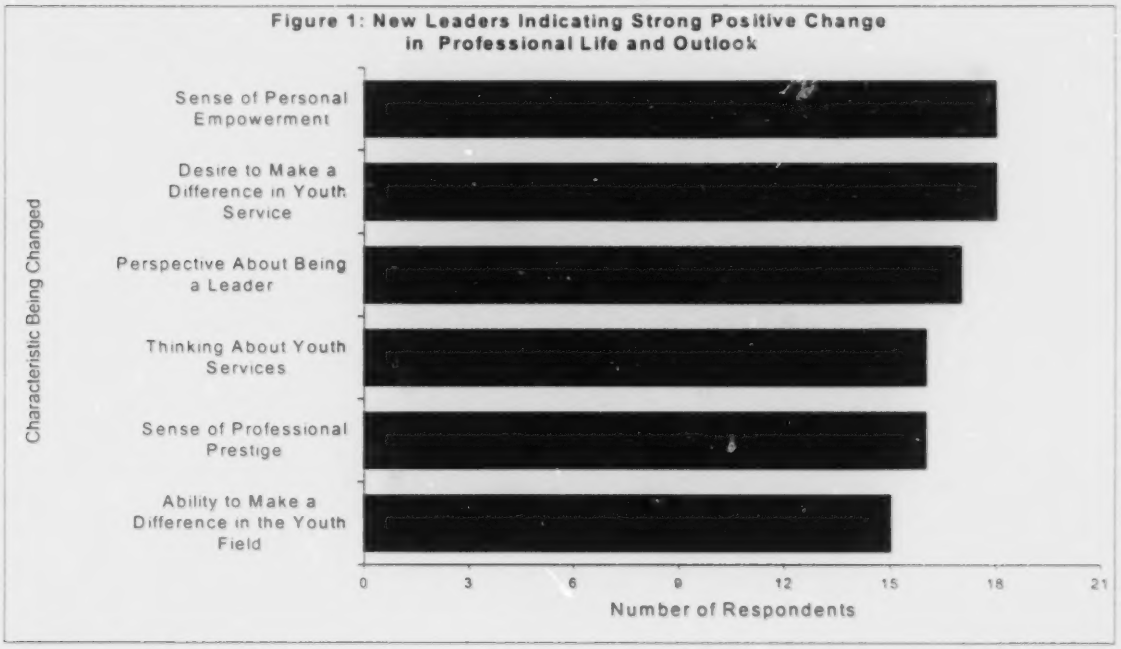
2. A thorough description of the New Leaders Academy is available directly from NYEC.

the changes the individuals experienced with regard to their sense of professional identity and gains in their professional knowledge and skill.

For the purposes of this evaluation, growth in professional identity was defined by broadened perspectives; a sense of increased empowerment to make a difference; a sense of efficacy in getting goals accomplished; and a sense of increased pride and professional prestige. Growth with respect to professional knowledge and skills was evidenced by more effective planning skills; a better understanding of relevant concepts and approaches; the ability to integrate concepts and make connections; and improved know-how on substantive matters.

At the end of the first program year, New Leaders cited a number of positive outcomes that would indicate that intrapersonal growth had, indeed, occurred as a result of participation in NLA.(See Figure 1.) Participants indicated experiencing the most growth in the areas of self-awareness and self-confidence, with individuals reporting that the experience made them more cognizant of the importance of *their* work and the value of *their* contributions to the field of youth development.

Figure 1: New Leaders Indicating Strong Positive Change in Professional Life and Outlook



With respect to growth in professional identity, a number of New Leaders mentioned feeling more valued by their peers. They also experienced a gain in professional prestige. This had carryover effects on New Leaders' self-confidence both personally and professionally. For instance, one of the individuals participating in the sub-sample documentary observed that, upon becoming a New Leader Fellow, her colleagues began relying on her more and more for opinions and solutions. She feels she gained recognition and status as a result of her participation in NLA, but also credits the

experience with giving her the self confidence she needed to meet the challenges of this new role. (See Appendix 9.)

In terms of growth in professional knowledge, New Leaders indicated that, as a result of NLA, they were better informed on both critical information pertaining to the youth development field and basic managerial strategies and techniques. For example, when asked to identify which lessons from NLA they had co-opted for use in their workplaces, New Leaders pointed to an increased knowledge of marketing, organization and management, collaboration and team development processes. All participants in the sub-sample documentary reported feeling more confident in their leadership skills, their managerial skills, and their abilities to be effective decision-makers as a result of their experiences as New Leaders. Workplace Supervisors also noted positive changes in their New Leaders, citing improvements in managerial skills; confidence, poise, and maturity; expanded content knowledge; political sensitivity; and people skills. (See Appendix 4.)

Several New Leaders reported feeling more competent. As a result, they indicated that they are better able to trust their instincts and feel empowered to be more assertive and less shy about sharing their thoughts and opinions with colleagues in both their workplaces and the field.

Many of the lessons related to improving knowledge and skills were imparted during the Residential Training sessions. While New Leaders generally found the faculty presentations highly informative, some would have liked the sessions to have been geared more towards teaching management skills. (See Appendix 2.) Several of the New Leaders we spoke to indicated that they would have liked more information on practical skills such as budgeting, communications with Boards, human resources management, and fundraising. Less than a third of the New Leaders responding to a year-end survey reported that NLA had "greatly impacted" their ability to prepare budgets and handle resource development. (See Appendix 9, p. 5).

Along these lines, some of the New Leaders wished there had been more time for post-session reflection so that they could have digested the massive amounts of information they received during the Residential Training weeks. They also requested more guidance on how to make connections between the lessons learned throughout the week and their own work situations. Other participants would have liked assistance in synthesizing the valuable but seemingly disparate pieces of information they gleaned over the course of the week to form the "bigger picture" and enabling them to build an overarching framework for what it means to be a leader in the youth development field. (See Appendix 2.)

The Topical Study Group experience provided New Leaders with an opportunity to gain more in-depth knowledge of a chosen youth development topic and practice project management and teamwork skills but, beyond that, was not intended to have too much bearing on developing the personal / professional identities of New Leaders. However, in retrospect, three of the five Topical Study Group Advisors mentioned that they would have liked to have been more involved in advancing the individual development of the New Leaders in their groups. In the future, NLA staff and its advisory board might want to think about ways to connect the Topical Study Group exercise

more directly to participants' goals with respect to personal and professional development. (See Appendix 5.)

The Career Advisor component of NLA, on the other hand, by design, should have had direct implications on New Leaders' professional and personal identity. However, only five of the New Leaders indicated that having a Career Advisor helped to influence their career development "greatly." Another five were more neutral when commenting on the impacts of interactions with their Career Advisors on career development and nine others reported that having a Career Advisor did not influence their career development at all.

There was significant variation in the level of contact between NLA participants and their respective Career Advisors. In fact, a majority of New Leaders reported communicating with their Career Advisors two times or less over the course of the program year. For example, two of the four sub-sample documentary participants never spoke to their Career Advisors at all. In both of these cases, the New Leaders seemed unsure of what to expect from the experience and were reluctant to whole-heartedly pursue the opportunity, uncomfortable with the idea of building a relationship with someone they didn't know. A third participant did speak with her Career Advisor twice, found the conversations helpful, and would have liked to have had more interaction. The fourth was in regular communications with her Career Advisor, credits him with much of the personal and professional growth she's undergone as a result of the experience, and thinks this was one of the most worthwhile aspects of the New Leaders Academy.

Both New Leaders and Career Advisors seemed unclear on the purpose and expectations of this aspect of NLA and this may help to explain why such a large proportion of participants reported that interactions with their Career Advisors had little bearing on decisions related to career development. Of note, nine out of the ten New Leaders who did have three or more points of contact with their career advisor felt that the advisors helped them or helped greatly. (See Appendix 7.)

In the future, NLA might want to rethink this component. For instance, not all New Leaders were comfortable with the idea of working with assigned mentors. Some suggested that this component of the program be optional, with Career Advisors assigned only to New Leaders who request them. Some New Leaders commented that the matches seemed arbitrary with Career Advisors and New Leaders in different time zones on different coasts, further complicating communications. One New Leader suggested that participants either be able to chose a mentor from their own community to serve as a Career Advisor or that assignments be made with consideration given to geographic location, enabling Career Advisors and New Leaders to meet face to face on occasion.

Interpersonal: Networking and Collaboration

Having established intrapersonal growth, the evaluation next sought to examine impacts on interpersonal relationships, or relationships between individuals, because leaders often rely on strong interpersonal networks and relationships to stay informed, exert their influence, and manage change. Interestingly, when asked at the beginning of the program year, all but five New Leaders admitted

to feeling uncomfortable with networking, and several participants indicated that they felt they needed to work on these skills. (See Appendix 2.)

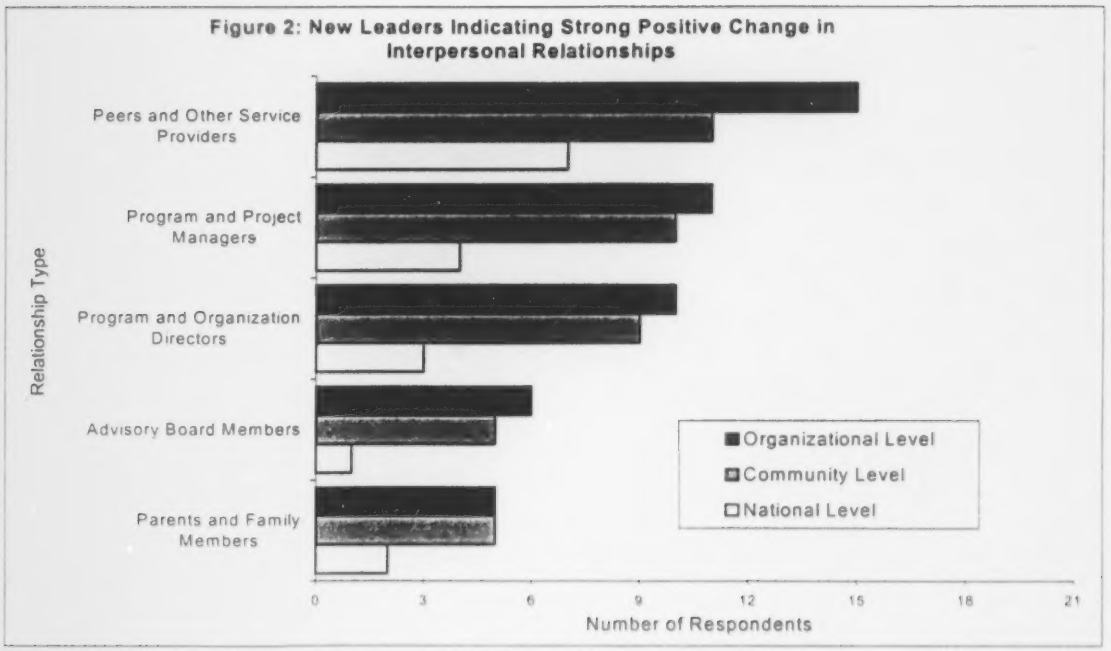
The study examined the degree of change experienced by New Leaders in their interpersonal relationships at three levels of influence.

- Organizational: with individuals within their home organization.
- Community: with individuals from other organizations within their community.
- National: with individuals from other organizations across the nation.

The evaluation captured change at all three levels, showing that New Leaders benefited from the wide variety of opportunities for interactions with other youth-serving professionals provided by NLA. In a survey conducted at the end of the program year, all respondents reported that their professional network expanded as a result of NLA. (See Figure 2.) The vast majority indicated that their network actually expanded by a moderate amount or more, with the greatest degree of change taking place with respect to interactions and influence with peers and/or other service providers. (See Appendix 10.)

Overall, improvements occurred most noticeably in interactions at the organizational level, followed by the community and then the national levels. However, a significant amount of strong positive change with respect to expanded forms of interactions with individuals at the community and national levels was reported (See Appendix 10, p. 8). Taken together, these findings suggest that NLA is having its intended effect of building organizational capacity as well as stimulating individual professional growth. At the same time, NLA promotes the expansion of networks of youth-serving professionals at the community and national levels.

New Leaders felt that NLA gave them a previously unparalleled opportunity to meet, interact with, and really get to know other professionals in the youth development field. Participants underscored the value they placed on becoming part of this network. When asked, almost half of the New Leaders identified "the opportunity to get to know other New Leaders" as the aspect of the New Leaders Academy that contributed most to their professional development and/or personal growth over the program year. In addition, NLA provided participants with a forum to share their own knowledge and experiences with colleagues in the field and to learn about other programs and best practices.



In particular, three of the four participants in the sub-sample reported feeling "better able to communicate" as a result of their experiences with the New Leaders Academy. In fact, two of these individuals confided that their improved interpersonal skills have impacted their performance in the workplace because they now feel more comfortable interacting with supervisors and peers.

Even the Topical Study Group component of the program, which many New Leaders found frustrating, served as an opportunity to practice interpersonal skills. For example, at times, New Leaders reported struggling with the logistical challenges of communicating with a group of individuals dispersed across multiple time zones and supported by varying levels of technology. In the end, however, all reported finding the group process and lessons learned around team building to be extremely valuable. (See Appendix 7.)

In the future, New Leaders suggest that NLA include even more time and opportunities for New Leaders to interact with one another, especially during the first Residential Training Session. Still, New Leaders continue to build on the relationships they established during the two week-long meetings and through the Topical Study Groups. This is evidenced by reports of frequent and meaningful communications among New Leaders now that they are back in their home environments.

Behavioral Development: Leadership Activities, Professional Contributions and New Assignments

When we think of leadership, we often think of the observable activities and behaviors commonly associated with leaders, such as managing new initiatives, initiating program improvements, or leading development activities. In this study, we examined the behavioral development of New Leaders, as evidenced by increased roles in and contributions to leadership activities.

In order to gauge NLA's impacts on participants' leadership skills and abilities, we looked for changes in the following types of behaviors:

- Leading Improvement Activities: such as increased involvement in program development, curriculum development, the professional development of self and others, and as consultants.

- Presentations and Information Sharing: for example, increases in the quantity and quality of oral and written presentations to boards, community members, and funders, and greater involvement in conferences, workshops, and training sessions.

- Professional Contributions: such as increased roles in and contributions to advisory boards, professional organizations, and volunteer associations, as well as other forms of informal leadership that may not be associated with an official "title" but involve "serving as a resource to others."

- Direct Service: including New Leaders' ability to directly effect youth programs and youth themselves as evidenced by greater roles in program management and administration, program delivery, increases in outcomes, organizational performance and other indicators of program improvement.

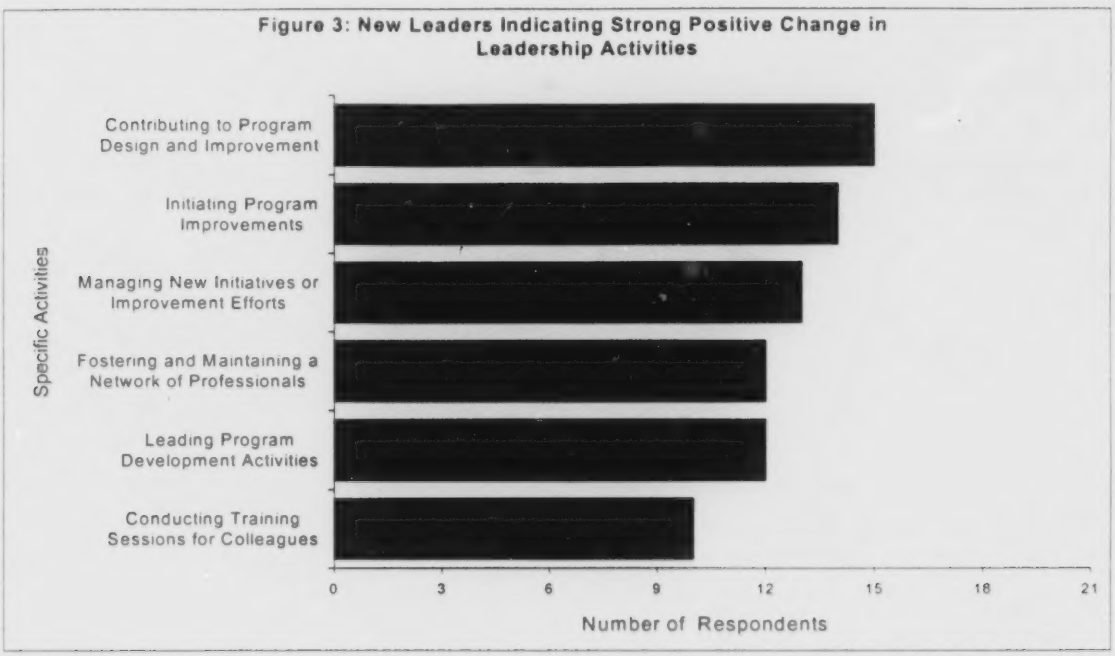
Across all four categories, New Leaders reported consistently high degrees of change suggesting that participants are indeed becoming increasingly involved in leadership activities that have a direct impact on their organizations, the programs they operate, and the youth they serve. (See Appendix 10, pp. 13-16.)

For example, in terms of leading improvement activities, over half of the New Leaders who responded to a questionnaire on leadership, indicated that, as a result of their participation in NLA, they are contributing more to program design and improvement, initiating program improvements, and managing new initiatives or improvement efforts. (See Figure 3.) A significant percentage of New Leaders also reported that they have become more involved in making presentations and sharing information with staff, both at their own and other organizations. With respect to NLA's impacts on participants' abilities to make professional contributions, more than half of the New Leaders reported finding that, as a result of NLA, they are more frequently in a position to serve as "an informal resource" to others. Finally, a large number of New Leaders who work at organizations where they have responsibility for providing services directly to youth, reported that, they gained

the skills necessary to improve upon the services they provide, with the majority indicating that NLA's impact was considerable if not extensive. (See Appendix 10, pp. 13-15.)

Participants' immediate supervisors corroborated reports of growth, citing multiple instances where their New Leaders were taking on new leadership roles within their organizations. For example, one New Leader helped design a training for the staff at his organization on "standards of success," others became involved in rewriting job descriptions, and yet another assisted with the design of a Teen Parent Program and helped to revamp the Youth Placement Program at her organization. (See Appendix 4.)

Figure 3: New Leaders Indicating Strong Positive Change in Leadership Activities



Even more telling are some of the comments made by participants in the sub-sample documentary. They talked about gaining a better understanding of "what it means to be a leader" and how they now make a conscious effort to exhibit leadership qualities in all of their professional activities. As one young man indicated, "I have come to realize that the youth/workforce development field is pretty small. You will constantly come in contact with people you have met in your past or people who know others that you have met. That is why you have to maintain a level of professionalism and produce work that reflects quality.... If one is going to represent the field as a 'leader,' than one has to be on point every step of the way." (See Appendix 9.)

The Topical Study Group activity was intended to provide New Leaders with an opportunity for leadership development. Topical Study Group advisors, for the most part, started out being non-directive, so that responsibility for leadership would be shouldered by the New Leaders themselves.

However, because the group process required team leaders but also team players, not every New Leader chose to or was able to take advantage of this opportunity to practice leadership skills. (See Appendix 5.)

In the end, the level of participation in Topical Study Group activities varied across team members and across time. Some team members rose to the occasion and served as informal team leaders. Some contributed to the project on a regular basis, some only sporadically. Still others had very little involvement or "disappeared" entirely. (Indeed, three New Leaders were unable to complete the year's program due to job change or other reasons, but that was unknown to the advisors at the time who assumed they had lost interest in the project.)

In the future, NYEC might want to consider more discrete but multi-faceted projects (e.g., case studies) for the Topical Study Groups to undertake to ensure that participants are exposed to all aspects of the group process and have opportunities to take on different roles in facilitating the group's interactions. In addition, more guidance to both the New Leaders and the Topical Study Group Advisors on the purpose and process of this component is suggested. Topical Study Group advisors would also welcome more on-going communication amongst themselves and with NLA leadership to maximize the impact of this activity.

Impacts on The Participating Organizations

While the professional development of the New Leaders themselves was the primary intent of NLA, NYEC also viewed the program as a means to advance the field of youth service. By sharing best practices, broadening positive collaborations, and leveraging resources, NYEC hoped that NLA would have larger impacts on the youth-serving field at-large. In particular, it was anticipated that benefits would accrue directly to New Leaders' home organizations in return for the commitment they made with respect to submission of the application, release time for the participant, support of the participant's travel, and involvement of the participant's supervisor.

What does the organization hope to gain through participation?
(Number of supervisors making reference)

General staff development and professional growth	13
Network / Build connections with other organizations	11
Import & share new knowledge with org / stay current	11
Specific staff development / task or project-related	7
Advance staff to new position / promote from w/in	6

Workplace Supervisor Survey 11/99

In conversations with New Leaders' supervisors, it became apparent that employing organizations did expect that, in exchange for their commitment, they would gain access to information and research that would better enable them to stay current on approaches to programming and service provision. When asked why they supported their employee's participation, one supervisor responded, saying, "Their network is <u>our</u> network." Another echoed this sentiment, indicating that by sponsoring their employee's participation in the program they hoped "To broaden [our] contacts and network." (See Appendix 4.)

Most supervisors viewed the New Leaders Academy as a solid training and leadership development opportunity for their staff, one that provided many benefits with minimal costs (e.g., travel, release time, and coverage). One supervisor emphasized the importance of NLA as a professional development opportunity, observing that "Many on [his] staff come from a place of passion, they want to do the right thing, but they're not always trained or professionally equipped. You can't go to school and get a degree in this kind of work. We need more opportunities for our staff to develop professionally." Another explained, "Our organization is growing tremendously. We need to groom individuals who can fill the increasing number of new roles."

Supervisors consistently noted positive changes in their New Leaders. They cited growth in areas such as leadership, decision-making, long-range planning, and people skills. One supervisor commented that her employee was better able to communicate as a result of the experience. Others suggested that their New Leaders now seem much more focused and mature with respect to handling management responsibilities. Some felt that their New Leaders gained a broader perspective of the youth development field.

What personal growth in your New Leader have you observed?

Managerial skill development	18
Confidence / poise / maturity	10
National outlook / big picture	6
Expanded content knowledge	7
Greater professionalism	5

Specific Examples of Managerial Skills cited: demonstrating leadership; decision-making; delegating responsibility; inter-agency collaboration; political sensitivity; resourcefulness; long-range planning; follow-through; and people skills.

As a result of NLA, these individuals are now able to contribute to the management and overall functioning of their organizations at a higher level. For example, five New Leaders received promotions. Eight have had their current workplace roles expanded to include more responsibility. Other supervisors observed that their New Leaders seem more willing to take on more work as a result of NLA and, according to reports, a small number of New Leaders have become more involved in inter-agency work.

Early concerns about participation posing a concern or burden on the home organizations were not substantiated. Supervisors tended to consider most additional NLA work (e.g., Topical Study Group assignments) to be a natural extension of their employees' duties at their home organizations.

According to reports from supervisors, home organizations did indeed accrue benefits as a result of sponsoring their employee's participation in NLA. A number of supervisors indicated improvements to their organization's work atmosphere and that staff is working better as a team. Some highlighted the value they place on their newly expanded network. Others suggested that their employee gained

skills and/or information through NLA that are now being applied to program development within their organization.

Across the board, participants in the sub-sample documentary felt they had the full support and backing of their employers. In all four cases, supervisors reported that the NLA experience helped their employee to grow. Importantly, all four sub-sample documentary participants attempted to bring the New Leaders experience back to their home organizations by sharing information and knowledge gained through NLA with coworkers and colleagues in their home organizations. One New Leader expounded on the impacts of NLA on her home organization, saying, "It's like my whole staff came to NLA because I came." More often than not, the New Leaders took it upon themselves to organize and manage this internal outreach.

Feedback from supervisors suggested the following recommendations for enhancing the professional development of New Leaders. (See Appendix 4). NLA should expect greater responsibility on the part of the home organization supervisor. A substantial number of supervisors wanted to be more involved in the NLA process. Supervisors should be more deliberate in addressing individual development goals. A large proportion of supervisors were unaware of their New Leader's specific development goals. Overall, supervisors wanted to be kept better informed about their New Leader's progress and how they could support their development. Structuring on-going communication between NLA and the respective supervisors should address all of these concerns.

Effects Beyond Home Organizations

New Leaders are also contributing at higher levels to the youth services field in general. For example, two New Leaders have been recruited to assist NYEC with the new Youth Opportunity (YO!) Directors Academy, a professional development experience for Directors of Youth Opportunity Grants modeled closely after the NLA. The Directors Academy is designed to give the directors technical support while exposing them to current knowledge and expertise in youth research, policy, and practice. NLA alumni are serving as facilitators for discussion groups, providing feedback on their experiences as New Leaders, offering examples of best practices from their home organizations, and sharing thoughts on what it means to be a leader. (See Appendix 10.)

<u>Research</u>

Originally, it was anticipated that through the Topical Study Group activity, New Leaders would expand the knowledge and research on their chosen topics in the field. However, according to Topical Study Group Advisors, the Topical Study Group project tended to be more limited in scope and these activities did not produce substantial benefits for the field.

Across the board, the Topical Study Groups appear to have undertaken projects that were overly ambitious considering the limited amount of time and resources available to dedicate to these projects. Groups tended to scale back their projects mid-way through the year. Some teams broke

into sub-groups to focus on smaller pieces of the total project. Faced with some frustration, other teams began to emphasize process over product. (See Appendix 5.)

One Topical Study Group Advisor observed, "My group is not producing what it set out to accomplish, which was a video. That turned out to be unrealistic. What the group did, which is really good, was to step back after deciding on a product and spend more time processing "what" our message would be. Who the audience would be. What is the purpose of the product. This process was probably as helpful, if not more so, than the potential product itself." Another Topical Study Group Advisor explained, "The biggest benefits are definitely more for what the New Leaders learned themselves rather than their contribution to the field. The learning is in the process, the capacity building it generates in individuals, rather than the value of the final product. We can't compare the resources available to these teams to organizations like P/PV which focus on these topics."

Balancing these outcomes against original objectives, NLA staff have begun to rethink the structure of the Topical Study Group exercise. A key issue is whether the final product is of primary concern or whether the real value of the activity lies in the lessons derived from the process? Once objectives of the Topical Study Group are further clarified and communicated, activities and resources can be better aligned with desired outcomes.

New Organizational Networks

In sponsoring their employee's participation in NLA, many organizations hoped to develop stronger connections to other national youth service organizations. Through their New Leader, they hoped to diversify their contacts and gain a broader perspective of the youth development field. (See Appendix 4.)

In most cases, home organizations are finding that their organizational networks have expanded, if only because employees participating in NLA are now part of a larger network of youth-serving professionals. For example, one of the New Leaders reported that, with the increased awareness of other programs and vehicles for serving youth that she gained though NLA, she has begun to lead her organization in efforts to form partnerships with other youth-serving groups in the community. She has come to think more globally about the issues that impact her organization and programs, and, with these new collaborations, she is able to leverage more resources and make more of a contribution. In forming these partnerships, she hopes to expand the programs and services offered through her organization. This individual has been asked to make a presentation on youth programs at a large regional conference in the fall. She credits the invitation and her ability to accept it, in part, to her experience with NLA.

IV CONCLUSION

Overall, the New Leaders Academy proved to be an extremely effective professional development opportunity, producing substantial improvements in participants' intrapersonal, interpersonal, and leadership skills.

The Residential Training Sessions clearly anchor the program. Participants were highly enthusiastic about these week-long meetings and their feedback was complimentary. Overwhelmingly, participants described their residential experiences in vivid and positive terms such as "invigorating," "energizing," and "informative."

However, New Leaders reported having mixed experiences with the Topical Study Group and Career Advisor components of the New Leaders Academy. There are still concerns around process and clarity that need to be addressed. For instance, should every participant be assigned a Career Advisor? What is the real purpose of the Topical Study Group? Still, each New Leader, working within their own time and resource constraints, eventually tailored their participation and investment in these aspects of the program to best meet their needs.

In closing, to underscore the value that sponsoring organizations placed on being able to offer the New Leaders Academy as a professional development opportunity for their staff, we'd like to share some thoughts on the experience from the perspective of the New Leaders' supervisors:

- "Participation lead to program expansion and development. It vitalized the organization's work."
- "The decision to go with NLA led to all kinds of good results: new connections, new funding, new potential projects."
- "We all got promoted through NLA. She shared info with other staff and brought her peers along with her."

Across the board, New Leaders experienced increases in confidence, a heightened understanding of managerial practices, a broadened perspective of the youth development field, and an expanded network as a result of their participation in NLA. At the same time, the New Leaders Academy ultimately produced benefits not only for participants, but for their home organizations and the youth services field as well.

APPENDICES

Appendix 1
NLA Board Member Feedback
Delivered March 1999

Appendix 2
First Residential Training Session Briefing Memo
Delivered March 1999

Appendix 3
Pre-Program Planning Phase Report
Delivered March 1999

Appendix 4
Workplace Supervisor Survey Results
Delivered November 1999

Appendix 5
Topical Study Group Advisor Survey Results
Delivered December 1999

Appendix 6
Second Residential Training Evaluation
Delivered April 2000

Appendix 7
End of Year Evaluation Survey
Delivered April 2000

Appendix 8
Sub-Sample Documentary
Delivered April 2000

Appendix 9
Developing New Leaders: Four Profiles
Delivered August 2000

Appendix 10
Leadership Index Survey Analysis
Delivered August 2000

NLA BOARD MEMBER FEEDBACK: Concerns and Recommendations

Feedback Memo to NYEC: Submitted for Internal Discussion and Planning Purposes

March 10, 1999 (Data collected between January 15-30, 1999)

Major Observation Concerning the New Leaders Themselves

- In general, the selected New Leaders appear to be a remarkably qualified (some said "overqualified") group that exceed expectations.

  Concerns:

  Meeting <u>their</u> expectations, providing them something that will really make a difference, help them move to yet a higher level of responsibility and leadership. Accomplishing that would be easier if the starting point were lower.

  Be prepared to pay special attention to those with relatively less experience, to help them overcome potential sense of inadequacy, self-doubt.

  Advantages:

  Looks like a great first group – talented, motivated, already established.

  Could use this situation to our advantage by engaging New Leaders as "developers" of Academy as well as participants. Could claim selection process was strategic in pilot year to engage talents of those with some level of leadership skills to help build Academy for future generations.

Major Observations Concerning the Residential Week Agenda and Structure

- "Too Many Things" for one week

  How will the multiple pieces be drawn together into a coherent whole?
  How are connections to be made between various topics?
  What's the overall theme? What will New Leaders leave with?
  What topics / issues can be deferred to the next session?

- "Content" Heavy

  To get beyond abstract content to practical application, New Leaders will need to allow time for integration and reflection.

  Value added will come from synthesizing the important but discrete bits of info.

Need to help New Leaders make connections to their personal situations and organizational applications. How will this process take place?

- ❑ Need to address several inherent tensions in Residential Training design and approach

  Success will come from creative and thoughtful balancing act.

Content	vs.	Process
Knowledge	vs.	Self-Discovery
External	vs.	Internal
Coursework	vs.	Climate and Culture
Structure	vs.	Flexibility

- ❑ Emphasize Network and Relationship Building

  Perhaps greatest benefit of week will be meeting and working with peers
  How best to facilitate that?
  What follow-through will best encourage ongoing networking?

- ❑ Individual Development Plan should evolve, culminating in final plan at end of week.

  New Leaders should leave with plan of action, comprised of reasonable, achievable, self-selected goals.

  Process should also establish Team Goals for Topical Work Groups.

  And perhaps, objectives for the entire cohort of New Leaders (e.g. networking, have broader influence beyond group).

- ❑ Need a Back-Up Plan for Residential Training

  To handle "just-in-case" scenarios (e.g. what if a presenter doesn't show?)

  Perhaps a couple of generalists on hand to serve as backups or to help fill in the gaps, and/or help New Leaders make connections between topics to applications.

- ❑ Need a Way to Better Involve Employers and/or Employer Perspective

  No practical advise here other than observation that workforce development from

the demand side needs to be accounted for.

- ❑ Engage New Leaders themselves in NLA process and Development

  Perhaps best way to stimulate leadership and professional growth is to simply treat New Leaders as valuable resources, engage them in the delivery of topics, invite their suggestions, place responsibility on them to help facilitate the week's processes.

  In future years, involve New Leaders in actual roles as faculty, board members, career advisors, topical work group advisors, etc.

Major Concerns for Next Phase of Academy

- ❑ Topical Work Group

  Board members had more questions and concerns about this aspect of the Academy than any other single component. The range included:

  Structure
  - How will the work groups be determined and configured?

  Resources
  - What resources will New Leaders need to conduct their projects?

  Communication
  - How will team members communicate with each other and advisor?

  Continuity
  - Will work of each team be comparable?
  - Will products have similar look or structure?

  Focus / Topics Themselves
  - What will the topics be? How they be selected?
  - Could NYEC provide more tangible suggestions?
  - Could project work be "authentic" (i.e. contribute to NYEC agenda?)

  Management and Coordination
  - Who coordinates the activities of the advisors?
  - What mid-point check points might there be?

- ❑ Given overall concerns with Topical Work Group component, several Board members asked, "What else (beyond Topical Work Group) can NLA do to keep New Leaders involved and engaged during the time between residential sessions?"

MEMO

New Leaders Academy - First Residential Training Session

Feedback Memo to NYEC: Submitted for Internal Discussion and Planning Purposes

March 10, 1999

The New Leaders Academy (NLA) held its first Residential Training Session the week of February 14, 1999 at Gallaudet University in northeast Washington, DC. This memo addresses some of the major observations our evaluation team had while attending the first Residential Training Session. Our feedback is based on formal and informal conversations with NLA participants, staff, and faculty; the "Overall Evaluation" forms submitted by the New Leaders to NYEC; and our own impressions of things we saw and heard over the course of the week.

The first Residential Training Session clearly helped NLA establish a solid base for the program. The experience generated enthusiasm and received positive reviews from all involved. Participants thought the experience was "great" and found the week "invigorating, energizing, and informative." Many of the participants, in reporting back one week after the Residential Training Session, indicated that they were already sharing information and lessons from their experiences with others in their workplaces.

Observations

LOGISTICS

- The materials were very helpful. New Leaders really appreciated the Bio Book.

  Suggestions:
  - Give participants the Bio Book and binder before the Residential Training Session. This would enable them to familiarize themselves with the people and topics before arriving.
  - A second book containing information on each of the New Leaders' home organizations might also be useful.

- The majority of New Leaders felt the days were either too long or too intense.

  Suggestions:
  - Give participants one afternoon off and present the information that would have been presented during that afternoon's session in the evening.

- Break up the days with different kinds of activities. New Leaders would have liked more "hands-on" learning like the "New Truck Dilemma."

- Provide the New Leaders with time to digest information, reflect, and share perspectives with one another.

- Instead of presenting new information through lunch time speakers, allow lunch to be a social/networking opportunity.

FACULTY PRESENTATIONS:

- Jerome Weiner and Howard Knoll made the strongest impressions on the New Leaders (e.g., "Howard Knoll had me 'locked.'").

- Presentations by Elaine Johnson and Robert Atkinson and the opportunity to visit Capital Hill were also highlighted as among the most valued experiences / information provided over the course of the week.

Suggestions:

- Focus a little more on teaching management skills. Several of the New Leaders we spoke to indicated that they would have liked more information on practical skills such as budgeting, Boards, human resources management, and fundraising.

- Help participants build an overarching framework for better defining what it means to be a leader in the youth development field. Some of the New Leaders expressed the need for assistance in synthesizing the valuable but seemingly disparate pieces of information they gleaned over the course of the week to form the "bigger picture."

- Help New Leaders make connections between the lessons learned throughout the week and their own work situations.

- Help New Leaders apply new information in establishing career plans and setting goals.

- New Leaders found the faculty presentations highly informative. Still, several suggested that "Energizing Activities" (e.g., creative exercises that require input and interaction) be incorporated into the week to break up the long days. (See similar comment under "Logistics.")

NETWORKING:

- Participants really valued having the opportunity to meet with peers from the youth development field; share their own knowledge and experiences; and learn

about other programs and best practices.

- New Leaders continue to build on the relationships they established during the Residential Training Session. This is evidenced by reports of frequent and meaningful communications among New Leaders now that they are back in their home environments.

  Suggestions:

  - Provide New Leaders with more time and opportunities to interact with one another during the first Residential Training Session.

  - When asked, all but five New Leaders admitted they feel uncomfortable networking and need to work on these skills. Semi structured-networking activities at the beginning of the week would help to break the ice and allow New Leaders to practice their networking skills.

TOPICAL WORK GROUPS:

- New Leaders are very pleased with their Topical Work Group selections. Some knew going in what they wanted to focus on and are now working with others towards those ends. Others changed their minds mid-week based on information or experiences from the Residential Training Session and are tackling new areas of interest.

- The process for selecting Topical Work Groups was characterized as "painful but necessary." Participants felt a real synergy on Thursday night. Information and conversations throughout the week helped them form project ideas.

- The Thursday night session provided New Leaders with a much desired opportunity to share information about their programs. The open lines of communication and the process helped the New Leaders become a group.

  Suggestions:

  - Find a way to produce the same kind of positive energy at points earlier in the week. (See earlier comments on "Energizing Activities.")

  - Hold an optional one hour evening session earlier in the week to address concerns and clarify expectations. Many New Leaders indicated that they were unclear on the Topical Work Group activity and that their uncertainty distracted them from the activities at-hand throughout the week. Faculty also had more questions and concerns about this aspect of the Academy than any other single component.

We were very impressed by the quality and quantity of information presented during the first Residential Training Session. The week established a strong precedent and set high standards for

both the New Leaders and the New Leaders Academy. We look forward to watching the program and participants grow over the course of the year.

NEW LEADERS ACADEMY

PROCESS EVALUATION

Pre-Program Planning Phase Report

Submitted to the National Youth Employment Coalition
for Internal Discussion and Planning Purposes

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March 30, 1999

NEW LEADERS ACADEMY: PROCESS EVALUATION

Pre-Program Planning Phase Report

Submitted to NYEC for Internal Discussion and Planning Purposes

March 30, 1999

The purpose of this memo is to describe and assess the processes and strategies used to design, plan, and initiate the New Leaders Academy. It covers the period between November 1, 1998 and March 15, 1999. Data sources include interviews with NLA leadership, Board members, New Leaders and NYEC staff, direct observation of the Residential experience, evaluations completed by participants, and feedback from NLA faculty, board members, and invited guests. The memo identifies the challenges and opportunities posed by the launch of the NLA initiative, highlights the processes and strategies that appear effective in meeting those challenges and opportunities, and suggests recommendations for next year and next steps.

Key Observations of Pre-Program Phase:

- ❑ Implementation of a high quality program in short time frame.
- ❑ Recruitment and selection of a talented and motivated pool of New Leaders.
- ❑ Active involvement of NLA Board members and NYEC coalition members.
- ❑ Strong, positive experience reported by New Leaders during initial residential training.
- ❑ High expectations and enthusiasm among New Leaders for future activities.
- ❑ Flexible structure for Topical Work Group activity.

Design and Planning

Origins

The New Leaders Academy (NLA) was originally conceptualized by members of the National Youth Employment Coalition (NYEC) as a national leadership training program aimed at ensuring the continuity of effective leadership of, and improved practices within, youth employment and development programs. In 1997, NYEC received a planning grant from the DeWitt-Wallace Reader's Digest Fund to formally

develop a proposal to launch NLA.

Reconnaissance and Development

During the early planning and design phase (Spring of 1998), NYEC engaged the Institute for Educational Leadership and Brandeis University's Center for Human Resources to conduct reconnaissance of existing leadership programs and critically review the potential and structure of NYEC's proposal. This work resulted in two documents ("Examination of Existing Leadership Programs" and a "Discussion Memorandum," respectively) that were influential in clarifying the goals and design of the NLA. In addition, a New Leaders Work Group was convened among NYEC members to identify issues and make recommendations related to all aspects of the NLA from recruitment and selection of New Leaders to curriculum, content, and structure of the training sessions. This working group of 15 individuals contributed to the final design and formulation of the NLA. The resulting proposal received tacit approval in October of 1998, and was formally funded by DeWitt in January 1999.

Overall Design

NLA is designed to operate in one-year cycles. NLA seeks to recruit cohorts of up to 30 New Leader participants each year. The cycle combines individually tailored experiential assignments with small-group research projects, book-ended by a pair of week-long residential "training sessions." In our view, several aspects of NLA distinguish it from other leadership programs. The first is the year-long duration of the program. The second is the integration of a "topical work group" research activity. The third is the development of innovative opportunities for experienced leaders and experts to serve as advisors to the New Leaders (NLs) beyond the residential setting. The fourth is the emphasis on networking and group goals (in contrast to exclusive concentration on individual professional development.)

To track NLA's progress and ensure attention to a continuous improvement process, an evaluation component was built into the program design. AED was invited to conduct the evaluation and became involved in this aspect of NLA in November of 1998.

Goals

NLA is an ambitious initiative which seeks to accomplish multiple goals. These were categorized in the proposal as accruing to the **Individual** New Leaders, to the **Network** they comprise as a group, and to the **Field** of youth service in which they work. (Two additional entities, the Home Organization and the NYEC, have subsequently been identified as likely targets of NLA effects, as discussed below.) In turn, the evaluation will focus on how well the NLA is able to accomplish these goals. Data collection focuses on the following dimensions of these categories:

The Individual: To capture the professional growth and career development experienced by individual participants. We anticipate that at least three facets of individual and professional growth could be affected by NLA (For more detail, see "Leadership Index," Attachment A):

Intra-Personal Growth (Professional Identify, Skills, Knowledge)
Inter-Personal Growth (Interactions and Sphere of Influence)
Behavioral (Changed Roles in and Contribution to Leadership Activities)

The Network: To capture changes in the strength, size, and influence of the New Leaders network in support of continued peer exchange, professional development, and reciprocal support of the NLA (e.g., as future advisors, faculty, board members, etc.)

The Field: To capture the sharing and promotion of best practices, broadening of positive relationships, and leveraging of influence and resources throughout the youth serving field.

Additional recipients of NLA effects:

The Sponsoring Organization: Upon further reflection and discussion with the evaluation team, another target of influence has been identified -- the organization that sponsors the individual New Leader. It is anticipated that benefits should accrue to the sponsoring organizations in return for the commitment they make with respect to submission of the application, release time for the participant, support of their travel, involvement of their supervisor, etc. The evaluation team added examination of these effects to its scope of investigation.

NYEC: Although not formally added to the evaluation's scope of work, review of NLA's early implementation suggests reasons to believe that NLA will have a complementary effect on its sponsoring organization, the NYEC. First, the marketing and recruitment processes have generated increased visibility and interest in NYEC membership and activities in the field. Second, NLA has made some preliminary attempts to align the goals of the NLA, and the NL's topical work groups, with broader goals of NYEC. Third, a member of NYEC's staff is participating as a New Leader in the initial class. Lastly, the level of communication initiated and information exchanged as a result of the NLA are likely to inform numerous NYEC activities an projects. Therefore, in subsequent reports, the evaluation team will include an assessment of the effects of NLA on NYEC.

Time Line

The NLA proposal received favorable review from the funder in the Fall of 1998, but did not receive formal funding until January 1999. The proposal, which served as

the implementation work plan, called for enrolling the first class in January of 1999, leaving less than three months lead time. The start date was ultimately pushed back to February in response to advice from the Working Group and the external evaluation team. Still, the ramp-up period for the inaugural class was remarkably short. This presented one of the most significant challenges for implementation and required expeditious and efficient planning and action.

Early Implementation

Staffing and Organizational Structure

Effective October 1, 1998, NYEC hired an individual to serve as the Director of the NLA initiative. A Board of Overseers was convened to provide advice and guidance and, in fact, the Board served a notably active and constructive role. The Board held their first meeting December 15, 1998 and during early implementation, the Chair facilitated regular conference calls. Communication between the Board Chair and the Project was frequent and substantive. Lastly, NYEC provided organizational support and resources throughout the development process for the residential sessions and on-site support during the week long training.

Application Process

The first major implementation challenge NLA needed to address was recruitment. NLA sought to enroll 30 "rising leaders" in each of its cohorts, including its initial class. The evaluation team voiced concern that the feasibility of meeting that target number was likely compromised by the short time available to put applications in appropriate hands, have them completed, returned, and reviewed.

The revised NLA start date was set at February 15, 1999. Selection and notification was scheduled to be complete by December 31, 1998. To accommodate time for the review process, December 4 was set as the application due date. That meant applications needed to be produced, distributed, completed, and returned within approximately six weeks. Remarkably, NYEC rose to this challenge. Using its extensive network, NYEC compiled contact information from numerous mailing lists. NYEC conducted a wide sweep of youth employment and development organizations, and included many agencies and organizations not traditionally included in such compilations, such as children's museums and arts groups.

By the end of October application materials had been developed, revised, and distributed to over 1,000 individuals and organizations. Seventy complete applications were received by the due date. An additional 8 arrived late or incomplete. Applicants represented a diverse cross-section of the youth serving field with respect to age, gender, race/ethnicity, educational level, and location, although most applicants tended to be female, college-educated, between the ages of 30-39,

and come from either the east or west coasts (especially California.) Most noteworthy, however, was the high percentage of applications received from individuals not affiliated with member organizations of NYEC.

Review and Selection Process

Simultaneous to distribution of applications, development of the review process was undertaken. Reviewers were recruited from among the NLA working group. Application packages were quickly put in the hands of the reviewers, who had only one week to complete their reviews.

Initially, each application was read and scored by one reviewer using a 3 point scale (i.e. accept, decline, or send to second tier review). Planning called for Board members to conduct the second tier reviews. The first round of scored reviews were submitted to NYEC for compilation and then forwarded to the Board of Overseers for selection.

At the following Board meeting, shortcomings in the review process became evident. The three point scale proved to be inefficient and there appeared to be a high level of subjectivity among the single reviewers. Limited preparation and review time contributed to these problems. To optimize the selection process, it became clear that the applications would require a second review. Because of the tight time constraints, redistributing applications to the reviewers was unfeasible. To resolve this challenge, the Board agreed to review all applications. During a pair of extensive conference calls, 77 applications were discussed and re-ranked, this time using a five point scale. A final list of 31 were identified for inclusion in the first class of New Leaders by the end of December 1998, according to schedule.

Preparation for the Residential Training

Starting in October and continuing through January 1999, development of the residential experience and associated curriculum was undertaken. The lion's share of this developmental and organizational work was undertaken by the Project Director, who received guidance and support from the Board of Overseers and colleagues at NYEC.

Major challenges included: Decision making on topics and sessions; Selection of a residential training facility; Arrangements for meals and lodging; Scheduling of activities; Coordination of individuals' contributions (e.g. faculty, lunch speakers, panelists, and distinguished guests); Production of participant notebooks (including New Leaders biographies); Collection, reproduction, and collation of supporting resources and documents; and Selection and notification of New Leaders and non-selected applicants. Despite the number and complexity of these logistical and development challenges, and a rapidly approaching deadline, each of these items was successfully addressed and their associated products produced by the start of the

residential training session. Board members and the Executive Director of NYEC publicly acknowledged that credit for successful management of this process was due almost entirely to the Project Director. The evaluation team concurs.

Concerns and Recommendations from Board Members

Following the application review process but prior to the residential training, five members of the Board of Overseers were interviewed to obtain their input on the planning and development process to date. (A sixth Board member was unable to participate in this series of interviews.)

Feedback from the Board of Overseers is summarized in Attachment B. In brief, Board members were impressed by the competence and organizational skills demonstrated by the Project Director, the caliber of the applications in general and the selected New Leaders in particular, and the opportunity for active participation afforded the Board (rather than symbolic, "arms-length" rubber stamping).

Concerns revolved around striking the proper balance between content and process during the residential week, the need to facilitate networking and interpersonal growth, and the nature and structure of the topical work group. This feedback was shared with NYEC prior to the February residential sessions.

Participant Feedback

The evaluation team obtained feedback from participants in three ways: (1) First-hand observation; (2) Analysis of written evaluations; and (3) Direct feedback from participants, including in-depth interviews with four participants in the Sub-Documentary sample. Highlights from these data sources are summarized below.

<u>First-hand observation and direct feedback obtained during sessions</u>

The first Residential Training Session clearly helped NLA establish a solid base for the program. The experience generated enthusiasm and received complimentary feedback from all involved. Overwhelmingly, participants described their residential experience in vivid and positive terms such as "invigorating," "energizing," and "informative." However, participants also described individual sessions and days as either "too long" or "too intense."

Specific and immediate feedback included:

- Jerome Weiner and Howard Knoll made the strongest impressions on the New Leaders (e.g., "Howard Knoll had me 'locked.'").
- Presentations by Elaine Johnson and Robert Atkinson and the opportunity to visit Capital Hill were also highlighted as among the most valued experiences /

information provided over the course of the week.

- Participants appreciated the opportunity to meet with peers from the youth development field; to share their own knowledge and experiences; and to learn about other programs and best practices.

- During the week, the process of identifying, selecting, and organizing the Topical Work Groups was unclear and somewhat anxiety producing for the New Leaders (more than one stated, "I'm stressing over this.") By week's end, the process for selecting Topical Work Groups was characterized as "painful but necessary."

- However, due to this open-ended structure, the NLs were empowered to take ownership of the process and essentially required them to demonstrate leadership ability. Thursday night's working session provided an excellent setting for this to occur. Participants described feeling "a real synergy." Information and conversations throughout the week helped them form project ideas. By the time the New Leaders departed on Saturday, they claimed they were "very pleased" with their Topical Work Group selections. Some knew going in what they wanted to focus on and are now working with others towards those ends. Others changed their minds mid-week based on information or experiences from the Residential Training Session and are tackling new areas of interest. The Thursday night session provided NLs with a much desired opportunity to share information about their programs. The open lines of communication and the expectation of active participation helped the NLs "gel" as a group.

Written Evaluations

After most of the sessions, participants were invited to complete evaluation forms that collected feedback on that particular session. Formal evaluations were not administered for all sessions, however, including the lunch speakers, the DOL panel with Trish McNeil and Lorenzo Harrison, or the trips to Capitol Hill. A quick review of the completed evaluation forms reflects consistently positive impressions, but given the volume of information collected, a systematic analysis of this data has not yet been conducted. A synopsis will be included in the next report.

On the last day of the Residential Training, participants were given an opportunity to complete an "Overall Evaluation" of the entire week long experience. Less than half (N=13) participants completed and returned the instrument. The questionnaire included six questions and an open-ended opportunity to provide feedback and recommendations. The responses to these questions were overwhelmingly positive. A summary of the six questions follows.

Question 1. Overall impressions of the week?

Strongly Positive	10
Positive	3
Neutral	0
Negative	0

Question 2. Degree to which participants' questions (from application and opening statement) were adequately addressed?

High	3
Med	5
Low	4
No Answer	1

Of the six questions, this one contained the most variation in responses. Statements from the participants help explain their concerns with this issue:

"The application did not clearly outline what the content and focus of the week would be. I was pleasantly surprised, but realized that my application and questions were not quite relevant."

"I had a different concept of what was going to happen."

"Actually more questions were provoked by the sessions."

While session may not have "addressed" questions, "I feel I have resources to any questions I have had or may have."

Question 3. How well did participants "fit in" with other New Leaders in this environment?

Completely / Great	7
Well	4
Pretty Well / So So	1
Not Well	0
No Answer	1

Question 4. Two Most Important Lessons participants will take back to their workplace?

7 mentioned "Need for Networking / Collaboration / Political Involvement"
3 mentioned "Need for personal professional development"
2 mentioned "Youth Development"
2 mentioned "Need to maintain focus on organizational mission"

Question 5. How well did faculty meet participant needs?

Excellent / Really Well	4
Well	8
Neutral	1
Not Well	0

Question 6. What two recommendations for improvement would participants make?

9 mentioned "more time for team building / bonding / interaction"
4 mentioned "more time for post session reflection"
3 mentioned "more activities / exercises" during sessions
3 mentioned "fewer sessions or more free time"

Post-Residential Session Follow-Up

New Leaders continue to build on the relationships they established during the Residential Training Session. This is evidenced by reports of frequent and meaningful communications among New Leaders now that they are back in their home environments. New Leaders have tended to communicate with each other mainly through e-mail, often taking it upon themselves to cc: the Project Director. Many of the participants indicated that they were already sharing information and lessons from their experiences with others in their workplaces.

Within one week of the Residential Sessions, two of the working groups had set up conference calls to begin deliberations on their projects. The Project Director has set up a list-serv for at least one of the topical work groups to facilitate team communication.

Unfortunately, participants completed the Residential experience without creating their Individual Development Plans (IDP). A process for capturing IDPs is now being developed.

Summary Impressions of NLA's First Residential Week

Members of the evaluation team directly observed virtually all aspects of the week-long residential experience, with the exception of the Thursday evening session. Evaluators interacted with participants during meals, breaks, and evening activities, and in some situations, actually participated in session activities (e.g. role plays). Team members reviewed the evaluations forms and interviewed a sub-sample of participants in-depth.

The evaluation team was impressed by the quality and quantity of information presented during the first Residential Training Session. Faculty, through a mix of support, encouragement, theory, and practical lessons, challenged participants to explore new ways of thinking about the roles they play in youth serving organizations, and their implications for the field. The week established a strong foundation and set high standards for both the New Leaders and the NLA.

To a large degree, the NLA Project Director and NYEC anticipated the concerns expressed by board members and enacted many of the recommendations that they had made. Our observations and impressions are summarized below.

<u>Structure</u>

Well organized. Sessions were well-sequenced and built on each other.

Challenging and demanding. Sessions placed high expectations on participants.

Comprehensive, but "crowded" (e.g. lunch speakers) with little down time.

A good mix of topics, presentation styles, and opportunities for participation.

Process

Exciting – the week generated a high level of enthusiasm and engagement.

Rewarding – participants were enriched as a result of the experience.

Content heavy – lots of information and content offered. But it tended to be dense and intense. In some cases, participants valued access to resources more than actual presentation.

To make content more relevant and practical, participants could have benefitted from more time for reflection and networking with each other.

Recommendations

- ❑ Undertake future marketing and application processes well in advance of the opening residential session to maintain / increase applicant pool. Responsive review processes and active Board involvement overcame initial challenges resulting in selection of an impressive and talented first class of New Leaders.
- ❑ Modify the application itself to solicit additional information about the candidate (e.g. leadership potential, interest / capability in contributing to the field) from the immediate supervisor. Obtain supervisor's full title and contact information.
- ❑ Return full responsibility for review process to peer reviewers. Provide reviewers with more sophisticated decision rules to increase sensitivity of the ranking system (e.g. specific rating of individual criteria, a weighting system for diversity variables, a five point ranking scale). Provide reviewers with adequate training and review time to increase inter-rater reliability. Consider feasibility of having applications read by more than one reviewer.
- ❑ Modify the instructions, planning, and structure of the Topical Work Group activity based on feedback from this year's participants and advisors.
- ❑ Provide participants with structured and facilitated opportunities to reflect on substantive content during residential training sessions and exchange strategies for practical application of materials / lessons in their home organizations.
- ❑ Additional recommendations for addressing participant concerns and refining NLA structure and process are contained in the previously submitted memo, and appended here as Attachment C.

G:\GROUPS\NIWL\COMMON\NLA\Reports and Memos\3 Pre Program Report

NEW LEADERS ACADEMY

PROCESS EVALUATION

SUMMARY OF RESPONSES TO WORKPLACE SUPERVISOR SURVEY

Conducted September - October 1999

Submitted to the National Youth Employment Coalition
for Internal Discussion and Planning Purposes

Prepared by
Keith MacAllum, Ph.D.
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November 15, 1999

WORKPLACE SUPERVISOR SURVEY

Note: 25 supervisor surveys were completed representing 27 New Leaders

How did you first learn about the NLA?

Through NYEC member	6
From NL applicant themselves	6
Direct mail	5
Indirect, thru organizational channels	4
Personally involved in NLA	3

What does it take to support the participation of your employee in NLA?

Financial Costs (e.g. release time, travel costs, materials, etc.)

Already budgeted for Pro Development	5	(had money put aside)
Minimal costs for travel and release time	18	(totally reasonable expenses)
Burdensome, especially finding coverage	2	(Both fed agencies)

In general, supervisors claim cost is less of a concern than coverage during week long residential training

Political / Organizational (e.g. buy-in, support from executives, agreement from staff, etc)

None at all	13	(a non-issue, organization is fully supportive)
Minimal	7	(needed to go through "proper channels")
Took some time and energy	4	(there was some work to obtain approval, resources)

Personal (e.g. extra work, shorthandedness, headaches, stress, etc.)

None at all	9	(a non-issue, not a problem)
Minimal	10	(had to take on a little extra work)
Some trouble but worth it	5	(needed to be flexible and overcome short staffing)

Managing coverage for NL and need for flexibility most often cited concerns.

What amount of time is required of you? Of the New Leader?

Not an issue	6	(Helped complete application only)
Hardly any time	9	(Less than 1 hour per month)
Some commitment	7	(More than 1 hour per month)

9 said it was almost impossible to separate out NLA work from ongoing work

3 found more time with NL was spent at outset and then tapered off
2 reported that they wished they had been more actively involved with NL

Has there been any disruption within the organization as a result of participation?

No / None	18	(far from it, participation is totally value-added)
Yes and No	6	(only during residential training / disruption for NL)
Yes	1	(over investment in NLA led to detrimental effect on work)

What does the organization hope to get out of participation? (Number of references)

General staff development and professional growth	13
Network / Build connections with other organizations	11
Import & share new knowledge with org / stay current	11
Specific staff development / task or project-related	7
Advance staff to new position / promote from w/in	6

Selected Quotes:

"Many on our staff come from a place of passion, they want to do the right thing, but they're not always trained or professionally equipped. You can't go to school and get a degree in this kind of work. We need more opportunities for our staff to develop professionally."

"Our organization is growing tremendously. We need to groom individuals who can fill these growing number of new roles."

"I need to grow my staff so I can advance." "To take over my role."

"We're in need of younger staff who stay and can move up. We're willing to invest in the career development of our new leaders."

"To see beyond our daily routine. To inspire professionalism."

"Embed our system (juvenile justice) within a broader systemic change model along with youth development and employment."

"To bring back to our organization the latest information from the youth field."

"To focus on the improvement of a specific project here."

"To broaden our contacts and network."

"Their network is our network."

"Develop a stronger connection to other national youth service organizations."

"Access more funding; that's what leaders do in this organization."

"As a non-profit, we're not always able to offer professional development directly to our staff."

Does your new Leader discuss their involvement in NLA with you?

Yes	19	(many stated they talked more at outset)
Not Much	5	
No	1	

Based on those discussions, what are your impressions of his/her experience?

Totally positive	16
Positive with some concerns	7
Don't know	1

Selected Quotes:

Some common adjectives: "Intense, excellent, motivating, rich, exciting, stimulating, interesting, challenging, rewarding, eye-opening, valuable, validating, dynamic, he loved it, inspiring."

"A quality experience. I'm impressed with the approach in terms of self-learning and peer network development."

"Experience was quite valuable. There's nothing like being validated outside your organization."

"She came back talking about group project, integrating ideas from others. She was inspired to apply for new training. In fact, she just finished a course on facilitation."

"When he first came back from the training, there was lots of excitement and enthusiasm. How can we sustain that over time?"

"Overall, it was positive, but could have benefitted from more reflection; to better link personal opportunity for professional development to organizational development."

"I think he wants to see more deeper learning; more reflection."

"Stressful. She gives it a lot of attention, feels pressured to do more. High expectations are placed on her by her peers."

"It's somewhat frustrating, as she learns that this organization is not as tuned-in on a national basis."

"She's a bit confused about the structure. She was expecting more interaction with faculty."

"She's frustrated with how career advisor was selected; it seemed arbitrary."

"I would have preferred to have had more structured interaction with NL. I know I should have taken that on myself, but it would be helpful if that was guided by NLA."

Has your New Leader shared their individual development goals with you?

Yes	9
Only some	7
No	7

If so, can you comment on whether those goals are being achieved?

Yes, they're being achieved	10	(seeing big picture, developing career goals)
Yes and no	4	(too early to tell, goals changed, left org)
No	1	
Don't know	8	

What personal growth in your New Leader have you observed?

Managerial skill development	18
Confidence / poise / maturity	10
National outlook / big picture	6
Expanded content knowledge	7
Greater professionalism	5

Managerial skills cited: demonstrating leadership; decision-making; delegating responsibility; inter-agency collaboration; political sensitivity; resourcefulness; long-range planning; people skills; follow-through; etc.

Selected Quotes:

"NLA gave her confidence to speak with authority. She became more poised and is now viewed as a leader by others."

"She's learned a lot about management. And gained a much broader vision of how our work fits in a national agenda."

"She's grown in learning the political path of things, in negotiating the system."

"She's really blossomed. This has groomed her more for management role."

"In his role as coordinator, he has to navigate through different waters; different leadership

styles; different expectations. Through NLA, he is better able to manage those differences."

Two supervisors cited the following concerns:

NL is learning new skills, but remains afraid to use them.

Supervisor did not observe as much progress / growth as expected.

Have there been increases in the participant's contributions and/or responsibilities within the organization?

No	4	
NL can not take on any more	3	(already overloaded)
NL reluctant to take on more	1	(not living up to ability)
Yes		
Promotion	5	(often accelerated by NLA)
Current job expanded	8	
Willing to take on more	3	
More inter-agency work	3	
Miscellaneous	6	(Creative; fund raising; generate enthusiasm)

Have there been any specific positive changes within the organization as a result of participation?

No or Don't Know	7	(hasn't happened or can't tell)
Negative	2	(due to movement of NL to another organization)
Yes		
Catalytic	8	(improved work atmosphere, teamwork, reflection)
Improved programs	7	(new skills or info applied to program development)
Expanded Network	6	(new connections and relationships established)
Improved visibility	2	(greater awareness and understanding achieved)
Unspecified positive	2	

Selected quotes:

"We all got promoted through NLA. She shared info with other staff and brought her peers along with her."

"As a NL, she creates a positive environment and has a more persuasive influence."

"I can't point to it as direct result, but we've been working more closely together as a management team, and their work in NLA has informed their work here."

"The decision to go with NLA led to all kinds of good results: new connections, new funding, new potential projects."

"Her participation has lead to a complete renovation of our teen center. She orchestrated that."

"Participation lead to program expansion and development. It vitalized the organization's work."

"NLA contributed to a project we're doing, by broadening our contacts and outside perspective."

"Our organization has grown closer to NYEC members, strengthened our network."

"NLA has increased the visibility of workforce development as a piece of what we do."

Would you support the continued involvement of your NL with NLA? Why or why not? (e.g. alumni association, ongoing workgroup activity, other NYEC activities)

Absolutely	18	(especially if work could be continued "on-line")
It depends	2	(mainly on time and funding availability)
N/A	4	(NL's have left organization)

Would you support the enrollment of another member of your organization in NLA? Why or why not?

Yes, I plan on it	16	(but would screen differently; would invite applications
Open to it	4	from less experienced staff members)
Not likely	4	(org is too small; depends on budget)

What issues or concerns do you have about the NLA? Recommendations for next year?

- Increase level of communication between NLA and supervisors:
  - At outset -- to help understand expectations, goals, and logistics
  - During -- to help facilitate professional growth and understand progress
    - Offer advice, guidance on how to motivate, engage New Leader more (e.g. set expectation that all NLs will present to their organizations)
  - At conclusion – to help organizations understand what NLs have accomplished

  "We need to know what expectations are for him and me. What was he supposed to accomplish? And how could I be most supportive?"

  "As a supervisor, I haven't had much involvement in the Academy. I'd like more feedback on progress so I can be supportive of his development."

  "I think there was a missed opportunity to connect with the sponsoring organizations on a deeper level. I would have liked to participate more. I felt informed, but would have liked to have been more personally involved."

- Facilitate strategies that would leverage the experience and professional growth of individual New Leaders throughout participating organizations in a systematic way:

  "Incorporate some training into NLA that would encourage NLs to bring lessons back to their respective organizations in a more systematic fashion (e.g. train the trainer model)."

"We do a poor job of bring information back into our organization. We need some sort of feedback mechanism. Maybe a summary sheet. It's hard for us to make time to discuss the experience in detail."

- Refine recruitment and selection processes:

"Emphasize focus on identifying and recruiting New leaders. Too many of the NLs are too experienced, and too old. We need more young people. NLA needs to better recruit from line staff level. Prepare them to move up. Too often we tend to send supervisory staff to professional development activities like this."

- Improve topical work group component: Specifically, structure and dissemination.

"The work group is not working well. Not all the participants appear to be carrying their fair share. Plus, NLA needs to make the projects more concrete. It's only now that the project is coming into focus for him."

"I'm interested in the group project work she's been doing. But how will the organization see the final product and take advantage of the results?"

- Improve mentoring component. Need to better match NL with mentor. Or provide more training to mentors.

"Strings should be attached to their stipend. We should expect more from them."

"Adrienne's been doing more mentoring with her than her mentor. Other than that, everything's great."

"The match seemed arbitrary. And the mentors seemed unprepared."

"Mentors may not be necessary for all the NLs."

- Send a "letter of accomplishment" to supporting organizations that they can share with stakeholders, constituencies, decision-makers, recognizing both the accomplishment of individual, and the importance of organizational support. This might help leverage further change in our system. More than a certificate, it is a vehicle for sending youth development and youth employment messages to broader audience.

- "Create a database of new leaders. Rather than posting resumes (although that would be my preference) post biographies or profiles. That way I could identify human resources of benefit to my organization."

- Investigate ways to broaden reach and scale of NLA:

  "Scale is too small. The actual need far exceeds NLA's capacity. But expansion would have to proceed very carefully. Experiences like this cannot be mass produced. Perhaps regional institutes could be a part of that." (How about intra-organizational institutes? See below...)

  "Position NLA to be a bigger deal within ETA. Solicite more applications, perhaps within specific areas (e.g. welfare-to-work, where there are many new young staff.) It would great for DOL to have more personnel involved in NLA."

  "Consider creation of a regional academy on the West Coast." This (west coast) supervisor believes that diversity of organizations represented is more critical than geographical diversity of NLs.

  "Consider locations other than greater DC area."

  Consider establishing "a dedicated NLA faculty." A consortium or individuals whose time is more dedicated to offering multiple sessions, to more NLs.

- Keep in mind: Small organizations may need more support to participate than larger ones.

  "Due to small size of our organization (2 full time people), the time commitment was demanding."

Appendix 4

G:\GROUPS\NIWL\COMMON\NLA\Reports and Memos\4 Workplace Supervisor Survey results

last revised: October 25, 2000

NEW LEADERS ACADEMY

PROCESS EVALUATION

SUMMARY OF RESPONSES TO TOPICAL WORK GROUP ADVISOR SURVEY

Conducted October 1999

Submitted to the National Youth Employment Coalition
for Internal Discussion and Planning Purposes

Prepared by
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Academy for Educational Development

December 13, 1999

Topical Work Group Advisor Survey Results

Survey conducted week of October 4 - 8, 1999.

WHAT ARE THE ROLES AND RESPONSIBILITIES OF ADVISOR?

Advisors indicated that they performed mainly facilitative / group process roles, and only sometimes content / subject matter expert role. Examples of the former included: facilitating the conference calls, helping groups break through barriers, and keeping the group "on task."

Quotes:

I helped the group channel energy into a direction the whole group would feel good about. I helped the group break through barriers.
Provided wisdom and provide information on substantive matters.

Helped group define its work and keep the work on track: "Goose the process"

Served as a resource available for questions and advice
Shared a lot of background materials

I make sure they have the information they need to move forward

Manager of the process; calling meetings, moving it along, group facilitation.
They called on my content knowledge only a very little.

How directive were you?

The amount of direction advisors provided their groups varied widely across the five groups. For the most part, everyone started out being non-directive. Three felt they needed to become more directive as time went on. There was general agreement that advisors should be more directive in the future.

Quotes:

I didn't have to be very directive. They totally drove the process. Group took tremendous amount of initiative.

I played somewhat of a role in giving the group some direction. But the group itself was a great resource.

I should have taken more initiative. I wish I had spent more time in organizing and

facilitating some sub-group working groups.

I became more directive as time went on. We really had to focus their attention.

I started out being very non-directive. About half way through I realized that had to change.

How directive should an advisor be?

Again, there was wide variation. One felt the process worked fine. Two felt a need to make subtle changes in response to chemistry and needs of their groups. Two felt that advisors need to take greater control in steering process.

Quotes:

I wouldn't have been more directive.

It's a delicate balance. Hard to say. Depends upon group.

It's a balancing act. You need to know when to apply subtle pressure and send folks on a minor guilt trip.

More than I was.

More so (than I was.)

Did you receive enough guidance from NYEC on this?

All advisors agree that they would have benefitted from more guidance at the outset. More specifically, all recommend that both advisors and team members better understand the ground rules and expectations of the Topical Work Group (TWG). More time should be spent during 1st residential session to better set-up the TWG process.

Quotes:

There needs to be more clarity at the beginning for both the advisor and the team. Identifying roles and expectations should be woven in a little more organically in the residential session.

It was the first time around. How much guidance could we have received?

I'm sure they'll want to give more to next year's advisors.

No. Both advisors and teams need to better know what to expect.

No. I received fine support during the process, but needed a lot more guidance ahead of time. There was little time to discuss the process at the residential session. It needs to be better set-up. We lost valuable time trying to figure out what we were supposed to do.

Are you aware of the Individuals' Development Plans?

None of the advisors were aware of the IDPs. This prevented them from playing a role in addressing these goals. Three mentioned that they would have preferred to have had this information. There was general agreement that the TWG should function to advance the individual development of New Leaders as well as produce tangible "product."

Quotes:

I didn't have a sense of what else was going on, not that we were kept in the dark, but just sort of separate. I didn't know if I had any responsibility with that.

It would have been useful to have the TWG not so separate from individual growth.

That would be useful to have ahead of time.

What was your role in addressing these goals?

See above.

What is the amount of time required to serve as advisor?

Advisors estimate time requirement to be about 3-4 hours per month. (9 months had passed at time of survey. About 4 hours per month would equal 5 days total.)

Quotes:

Probably about 3 hours per month. But I think more time could have been usefully spent at the residential training. (I know cost is a factor there.)

Not a lot. Maybe 4 or 5 days total.

I don't really know. 5 to 6 days total. But I expect my time to pick up as we approach the 2nd residential training and we really need to produce something.

More time than I had expected. I can't put a number on it. It wasn't a problem.

A moderate amount. Only a few hours per month. But more than I had thought.

TOPICAL WORK GROUP PRODUCTS

What are they? How realistic are they?

Across the board, TWG appear to have undertaken projects that were overly ambitious considering the limited amount of time and resources available to dedicate to these projects. Groups tended to scale back their projects mid-way through the year. Some teams broke into sub-groups to focus on smaller pieces of the total project. Faced with some frustration, other teams began to emphasize process over product. It would appear future groups would benefit from clearer guidelines on selecting a manageable project.

Quotes:

My group is not producing what it set out to accomplish, which was a video. That turned out to be unrealistic. What the group did, which is really good, was to step back after deciding on a product and spend more time processing "what" our message would be. Who the audience would be. What is the purpose of the product. This process was probably as helpful, if not more so, than the potential product itself.

We stepped back from having a final product to having a prototype of what a website would look like. What we're working on now is more realistic, but also more modest.

At first, our products were not very realistic. We had a very ambitious notion for a publication. As it turned out, we have 3 subgroups working to assemble lists of resources. It'll be useful, but not what we set out to accomplish.

I'm not sure yet. They thought about analyzing a survey, but they got very few responses. It's not clear right now where things are going.

Our original product was not realistic. We simply didn't have the time and resources to pull it off. As of right now, the interest is not in producing a product as much as learning as much as we can about WIA for ourselves. We've become more like a Study Group than Work Group.

How were products decided on?

Teams tended to decide on products among themselves with little input or guidance from the team advisor. Most left the 1st residential session with a plan which turned out to be infeasible. One team took their time in deliberating their product, but used up valuable time needed to realize their goals. As stated above, it would appear groups need guidance during the crucial early planning phase (before they leave the 1st residential session) in order to maximize the time they have between sessions to actually work toward realizing their project goals.

Quotes:

The first couple of months were spent researching what our products should be. We ended up focusing less on product and more on the process of getting there. That was a real learning experience. But it ended up shattering the group into thirds, each wanting to pursue its own product. But there's the value of a large group: it allowed multiple projects to be explored.

Each member chose an aspect of project they wanted to work on.

To be honest, I'm not sure. They must have settled on their goal at the 1st residential session before I got involved.

We were told to be non-directive, so they sort of came up with what they wanted to do in some sort of democratic fashion. Problem is, they didn't know what they were biting off.

At 1st residential they talked about how much they didn't know about the topic and how much they needed to learn. But more so to provide materials for those who are struggling with WIA in their communities. So they decided to take this on.

What's the status of product development at this point?

After revisiting their original goals and deciding on more realistic but modest products, most teams were able to "get back on schedule." However, this process of retreating from their original projects has resulted in some team members feeling precious time was lost in regrouping and frustrated by the quality of product they will present at 2nd residential.

Quotes:

We have three products that are mostly on track. Press conference in Baltimore; Training session at 2nd residential; and video. I'm sure we'll be able to pull off the video.

We're on track. Team has been very collaborative is the final stretch. For 2nd residential we'll only have a paper version of the website. (In fact, they were able to present an electronic version of the website structure.)

I think my group is going to fall short of their goals. I know they're disappointed about their progress. If you asked them, I suspect they'd report more frustration and guilt than progress and success.

My group misjudged the amount of time this project would require. We lost a team member along the way. In fact, teams should be larger to begin with (i.e. more than 4). I think it's safe to say they're disappointed in where they are.

We've been more successful compiling the barriers piece than the solutions piece. I can't say we're on track.

ORGANIZATIONAL STRUCTURE OF THE WORK GROUP:

How are decisions made?

Quotes:

Different individuals explored topics they had strong interest in and reported back to the group. This went on for about 3 months. By then it was becoming obvious we needed to make decisions and move forward. During a conference call, led by leaders within the group, we hashed it out. Occasionally they'd ask me what I thought, but mainly it was guided by internal leaders who came to the fore.

My group was fairly cooperative and came to consensus quickly. I certainly didn't need to do a whole lot of group work.

I wanted to stick with the consensus model. But they hadn't really gelled as a team yet. I would be more aggressive in facilitating decision-making process in the future.

Fortunately, they all agree on most everything. The fact is that two of the women in the group have become the unofficial leaders and the rest of the group follows their lead.

It's hard to describe.

How does communication take place?

Advisors recognize that they need many ways to communicate with team members and for team members to communicate with each other. Most conducted fewer than five conference calls, and this number tended to be considered insufficient. Most teams supplemented conference calls with e-mail communication, but not all team members had access to e-mail accounts.

While access to a discussion group was made available to team members, it was not widely used. Listservs were used in spurts by only a couple of teams. Two advisors mentioned they made individual calls to team members. While it is difficult to gauge the level of inter-personal communication that may have occurred amongst team members, discussions at the 2nd residential sessions suggest that they did occur in each team, but more so in some teams than in others. Advisors confirmed that team members regularly took it upon themselves to follow-up with those who were not on conference calls or to discuss specific project issues.

Advisors indicated that the resources provided by NYEC to subsidize conference calls were totally expended. Several dipped into their honorariums to cover additional costs.

# conference calls:	9 calls, "1 per month"
	5 calls, "but only first had all teams members present"
	4 calls

4 calls, "but that was not enough"
3-4 calls, "not enough"

How were assignments delegated?

In all groups, assignments tended to be accepted on a volunteer basis as members stepped forward to work on aspects of the project in which they had a personal interest. It would appear that no one was delegated by the advisor or "team leaders" to work on anything they weren't committed to personally.

All groups also divided up the work into smaller tasks and in some cases sub-projects rather than working as a group on the full product. In this fashion, each member was given the opportunity to customize and individualize their contribution to the "final product." At the same time, this may have caused work group teams to spread themselves a little thin, trying to cover more ground with breadth rather than focusing attention on depth. The larger groups appear to have been more successful with this strategy.

Quotes:

Group members spontaneously volunteered. They divided up the work into smaller sub-projects; that's the value of a larger group. Some one in the group usually coordinated the phone calls, so I didn't have to handle that. In general, they took care of the work, and each other.

The group divided up the work. But all of it was *supposed* to feed into the larger product.

In the beginning, we were all working on the same product. But then, 2 people would work on this, 2 others would work on that. Pretty soon we weren't really working as a group.

WHAT WAS THE LEVEL OF PARTICIPATION AMONG TEAM MEMBERS?

Level of participation varied across team members and across time. Some team members rose to the occasion and served as informal team leaders. Some contributed to the project on a regular basis, some only sporadically. Still others had very little involvement or disappeared entirely. (The latter tended to be those who had withdrawn from the NLA due to job change or other reasons, but that was unknown to the advisors at the time who assumed they had lost interest in the project.)

Level of participation was also related to the conference calls, with high periods of activity surrounding those calls, less between them. Some advisors also commented on a summer lull period, where very little activity took place at all.

Quotes:

Ours was a very dynamic group. There was lots of contributions. About 4 out of the 9 were "very" active. Another 3 were committed and another 2 it seemed were just along for the ride.

In my our group, one person took the lead. They coordinated the meetings, they basically chaired the sessions.

Participation was sporadic around the phone calls. There were 2 members in my group who were consistently more active than the others. I'd say my group was more like a cooperative group of individuals rather than an active team.

I'd say participation was fairly consistent across all 7 in my group. We didn't lose anybody. Two folks in the group did become the informal leaders. They were looked upon by the others as the folks who would keep the process going. Overall they were an upbeat group, all were responsible leaders, although one member often appeared lost.

Participation was definitely not consistent. Two people did more than the rest. You could say they emerged as leaders. The group worked really hard. But they were often unsure about what to do, or if what they were doing was the "right" thing to do.

The level of participation really varied. That was probably my greatest frustration. That people have work obligations, I understand that. But some people backed in and out, I didn't feel a commitment to the NLA concept or to their fellow group members. I was really irritated by folks who didn't take their responsibility seriously. They cheated themselves.

The group didn't have a chance to bond as a team. We needed to develop a better understanding of the work group's purpose and process. It was never outlined, as far as I can recall. And there were no consequences for not fully participating.

What is the value of the Work Group?

Most advisors see value in TWG, but that value varies widely. It tends to be more individualistic, that is, different people got very different things out of the experience. But the process was set up that way. People entered the TWGs with varying expectations. The format allowed for each to approach the experience in a unique way. Given the topics, however, it is somewhat surprising that advisors rarely reported content knowledge increases around the topic.

What did the New Leaders get out of the experience?

I think they got a lot. They learned a lot about group process, what works, what doesn't.

I think the TWG made them feel special, and a part of something. They learned new stuff.

Team members had very different expectations about the TWGs. Some thought it was to help their organization. Others thought it was to help them.

My TWG didn't gel as a group. Nevertheless, each person got something out of it. In an individual way, they each gained some new knowledge.

Well, they didn't get a lot out of me. That is, the group process didn't allow for me to share expertise or serve as a mentor in any way. They gained peer exchange. They learned from each other.

They learned about new topics, new areas. It provided an opportunity for some to take more responsibility.

The small working group is a good notion, it seems important, but I'm not sure what they got out of it.

What did you (as advisor) get out of the experience?

Despite any concerns the advisors voiced about how the TWGs were arranged or structured, all of them reported their experience to be positive.

Quotes:

Personally, it was great for me to have some supervision of new and younger staff. I'm grateful for the opportunity to serve in a quasi-mentoring role. It helped me develop my leadership capacity and in a small way, some of the wisdom I do have.

It was kind of fun! I enjoyed getting to know these new leaders.

I loved it! The purpose of NLA is to help replenish the field, and I'm very encouraged by the quality of people I interacted with. They are a nice group. It was very rewarding.

It was great talking with these up and comers. It was fun.

I'm grateful for the experience. I saw some growth in interest in an important topic. More importantly, I was pleased to see some members discover new sources of information besides their immediate boss or the state office.

What contribution to the field do you think this project will make?

Quotes:

The biggest benefits are definitely more for what the new leaders learned themselves rather their contribution to the field. The learning is in the process, the capacity building it generates in individuals, rather than the value of the final product. We can't compare the resources available to these teams to organizations like P/PV which focus on these topics.

The contribution to the field will be pretty modest.

I'd estimate it to be about a 3 out of 10. Half the problem is the projects are too ambitious and the other half is there's not enough time to work on them.

The project and the product are less important than the learning that takes place in developing them. The device is a useful one for helping them learn. It also provides a useful opportunity to network. But I predict the final product will be less useful to the field than we had hoped.

Issues, Concerns, Recommendations from TWG Advisors:

Set Up and Process:

Greater clarity on roles and work group process needed.

Address the obvious tension between how much you allow team members to self-direct vs. how much advisors play a directive role.

"New Leaders would probably welcome more initiative from staff and advisors."
"It's too non-directive."

Arrange more time during residential training for TWG advisor to spend with group members, set goals and objectives, develop action plan.

Advisors felt like an after thought.
Better equity of staffing across geography (not just DC-based people) would help.

Need to better connect TWG process with broader NYEC agenda.

Advantageous to connect product/goals with existing NYEC agenda.
Counter-productive to keep advisor away from earlier sessions, like Lori's presentation, or Harry's process session.

Ensure more balanced group size. 3 is too small. So was 5. Yet, 9 wasn't too large.

Work Group Process:

Bring team together at mid-point. {like a 3rd residential, but just team}

Conference calls among advisors mid-way through would be very helpful.

Emphasize process of learning over final product.

More money to support conference calls on a monthly basis (too few calls resulted in too little direction, resulted in individual projects rather than a coherent team project.)

On NLA More Broadly:

If at all possible, consider adding more opportunities for groups to meet. (As whole NLA, as TWG teams, regionally.) Each has advantages and disadvantages.

NLA is well put-together, especially when compared to the better funded initiatives (e.g. Next Generation Leaders.) It's only hindrance is financial.

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WORKGROUP S

Work Group	Goal	Advisor	# of NLs
Recruitment and Retention	motivate, recruit, & retain youth in programs & work	Erik Butler	7 *Augustine* *Kim*
Technology	as a tool for development	Alan Melchior	5 *Derrick* (actually only 4)
Evaluation Guidelines	explore methods of using eval for enhancement	Susan Ladner	4 (actually only 3)
Legislation / WIA	promote full implementation of WIA	Barbara Kaufmann	5
Marketing and Mobilization	Promote Positive Youth Images	Glenn Eagleson	9 *Lora*

Appendix 5

SUMMARY SHEET

Final Products	Surveys	# Conf calls/mtg	Other Tech used
original = publication final = 3 subworking groups preparing "lists" of resources	to all NLs	4	all but one had access to e-mail. Listserv was used in spurts
original = web page with info on tech resources final= hard copy prototype of web page	on NYEC webpage poor return rate	5 (but except for 1st, no calls had all NIs)	e-mail, all had access
original = survey final = not sure	to all NL organizations poor return rate	3-4 "not enough"	used e-mail extensively; made direct phone calls
original = A paper outlining barriers and solutions for local implementation final = some version	n/a	3-4 "not enough"	some had access to e-mail but not all
original = video project final = 3 activities at 2nd residential: (press conference; presentation; video interviews)	n/a	1 /mo	e-mail extensively did not use discussion group on web

NEW LEADERS ACADEMY

OVERALL EVALUATION

SUMMARY OF RESPONSES TO NEW LEADERS EVALUATION SURVEY

Conducted October 25th-28th 1999

Submitted to the National Youth Employment Coalition
For Internal Discussion and Planning Purposes

Prepared by
Keith MacAllum, Ph.D.
Jessica Scott
National Institute for Work and Learning
Academy for Educational Development

April 17, 2000

Overall Evaluation
1999 Second Residential Training

1. Describe your overall impression of the week.

-All 24 of the New Leaders who responded cited the week as a positive experience.

Responses included:

-Great experience	**-Very relaxed**
-Well structured	**-Engaging, interactive training**
-Good pace	**-Comprehensive, supportive and informative**
-Great environment	**-Fun**

2. Based on the experience from February and your expectations of this session describe the degree to which the questions you wanted answered were adequately addressed.

Adequately addressed	20
Somewhat addressed	1

3. How did you "fit in" with your colleagues (describe the degree to which you were comfortable in your environment)?

Very comfortable	18
Somewhat comfortable	6

Those who cited being only somewhat comfortable listed certain reasons:

-New Leaders tended to gravitate toward comfort zones or "cliques"

-Age was a separating factor

-More comfortable in small groups as opposed to large groups and social settings

4. What are the two most important lessons you will take back to the workplace and how did you learn these (from exploration with colleagues, Faculty Leaders, Topical Work Group Advisor Individual Development Plan, etc.)?

Responses from New Leaders included:

Professional Lessons:

-Marketing 11
-Organization and management
-Team development processes
-"Conflict is normal" training session
-Telementoring
-Living classrooms model
-Conducting a press conference
-"Giving youth a voice" training
-WIA implementation boards
-Networking
-How to work collaboratively
-Youth council information
-The importance of staying connected with the political scene

Personal lessons:
-trust the people you work with
-anything is possible
-strong sense of abilities
-how to improve oneself
-have a lot to offer

5. Overall, how well have the Faculty Leaders met your needs?

Very well 20
Somewhat 4

6. What two items would you most recommend be changed during the second residential training session for those New Leaders who will follow in your steps next year?

-Three sessions rather than two sessions	**3**
-More interaction and hands on activities	**3**
-Introduction if Topical Work Groups earlier in the week	**3**
-More site visits	**3**
-Longer training periods to allow competition	
-Run the program from September to September	
-More opportunity for New Leaders to facilitate	
-Getting to know you session most of the first day	
-More outside speakers	
-Face time with career advisors	

7. Other comments/observations/recommendations

-Leadership ropes course

-Stay more on target with time

-Seek funding for Alumni Association

-Thanks for the great opportunity

-Experience was superb

-Thanks for listening and making the week rewarding

-Special thanks to Adrienne

-Fantastic

-Glad the Alumni Association is happening

NEW LEADERS ACADEMY

PROCESS EVALUATION

SUMMARY OF RESPONSES TO NEW LEADERS EVALUATION SURVEY

Conducted October 25th-28th 1999

Submitted to the National Youth Employment Coalition
for Internal Discussion and Planning Purposes

Prepared by
Keith MacAllum, Ph.D.
Amy K. Bell
Jessica Scott
National Institute for Work and Learning
Academy for Educational Development

April 2000

NEW LEADERS EVALUATION SURVEY

Note: 26 surveys were completed and turned in at conclusion of the Second Residential Training session. Not all respondents answered each question.

How have you used information and experiences from the first NLA Residential Training to accomplish personal or professional goals? Please give a specific example.

Nearly all respondents were able to provide specific examples of how they were able to apply NLA experiences and lessons to their professional and/or personal lives.

Professionally	14
Both professionally and personally	5
Personally	2
Not at all	1

Specific examples include:

Designing training for staff on standards of success
Rewriting job descriptions
Assisting with designing a Teen Parent Program and revamping Youth Placement Program
Presenting information on core youth principles
Learning how to use conference calls
Using new technology to find necessary information
Increased networking

What do you feel you accomplished through your Topical Work Group?

Improved "Team Work" skills	9
Learned how to work on a long distance project	3
Better understanding of WIA legislation and youth programs	3
Gained insight into the evaluation process	2
Comfort with the media and how to set up a marketing campaign	2
Other	4

Did the Topical Work Group experience meet your expectations?

The Topical Work Group experience received mixed reviews from participants, suggesting a need for fine tuning revisions in the future.

Exceeded expectations	5
Met expectations	5
Did not meet expectations	7

Had no expectations 3

How has your network expanded as a result of your participation in NLA?

All respondents reported that their professional network was expanded by NLA. And for the vast majority, their network was expanded by a moderate degree or more.

Greatly	7
Moderately	8
Not much	3

How have you / will you leverage the contacts you have made in the future?

In general, the participants cite intentions to stay in contact with and use fellow New Leaders to network and gather important information for their personal organizations.

In daily professional life	16
Other	2

How often have you met and/or spoken with your NLA Career Advisor?

There was significant variation in the level of contact between NLA participants and their respective career advisors. This lack of consistency may help account for the large proportion of participants who reported that these interactions were not helpful in their career development.

Points of contact	(Includes contact by phone, email, or in person)
0 times	3
1 time	7
2 times	6
3 times	2
4 times	3
5 or more times	5

How have these interactions influenced your career development?

Helped greatly	5
Helped	5
Did not help	9

9 out of the 10 New Leaders who had 4 or more points of contact with their career advisor felt that the advisors **helped them or helped greatly**.

8 of 9 New Leaders who had contact with their career advisor 2 or fewer times felt that the advisors **did not help**.

Did you find the 360-degree feedback evaluation to be a worthwhile exercise?

Nearly all of the participants found the feedback evaluation to be very worthwhile.

Yes	17
Yes and No	2
No	5

How did you / will you put this information to use?

To strengthen skills as a New Leader	5
To focus on long term goals	2
To seek a new job opportunity	1
To use as a reference	1

Was the Individual Development Plan/Process useful?

An even higher proportion of participants found the IDP process to be beneficial to their professional and personal growth.

Yes	20
Yes and No	2
No	4

How did you / will you put this information to use?

To set goals	10
For the good of the organization	2
Networking	1

Which aspect of the New Leaders Academy contributed most to your professional development and/or personal growth over the past year?

Networking and opportunities to interact with peers was considered by far to be the most beneficial aspect of NLA.

Getting to know the other New Leaders	11
Career training information	5

Topical Work Groups	4
Working with career advisors	2
Every aspect	2

How have you changed as a *result of* NLA?

At the conclusion of the Second Residential Training, participants were more likely to cite personal rather than professional changes. However, many of these personal changes can have a direct effect on their professional lives. For example, nearly half (9 out of 20) who cited personal changes cited significant increases in confidence.

Personal changes	20
Professional changes	5

Personal changes cited include:

-increase in confidence
-better informed
-feel valued by peers
-sense of accomplishment
-better understanding of self
-trust instincts more
-more assertive
-more competent and committed
-more vocal
-more focused

Has the experience met your expectations? If not, what was missing?

Exceeded expectations	13
Met expectations	12
Did not meet expectations	1

Suggestions for improvement include:

More training on professional/personal growth
A need to clarify purpose of topical work group project
A need to address issues specified in the application
More time spent, overall

Would you recommend participation in NLA to your colleagues?

Yes 26

Fully 100% of NLA participants would recommend participation in the program to their colleagues.

What type of person would benefit most from NLA?

Anyone committed to youth development	12
Mid level managers and directors	2
Youth professionals with set goals and objectives	1
People who work in non profit	1

What selection criteria would you recommend using?

People who show commitment to youth advancement	4
Group selection must be diverse	3
People with experience in the youth development field at various levels	2
Resumes that reflect upward mobility and letters of recommendation	2

What would you suggest be done differently in the future?

More direction and time for Topical Work Groups	9
Hold a third session	4
Overall, more time spent on training and getting to know one another	3
Provide more guidance for effectively using your career advisor	2
Nothing, it's excellent the way it is	1

NEW LEADERS ACADEMY

CLASS OF 1999

SUB SAMPLE DOCUMENTARY

Amy K. Bell
Keith MacAllum, Ph.D.

National Institute for Work and Learning
Academy for Educational Development

for the
National Youth Employment Coalition

April 2000

New Leaders Academy is a program of the National Youth Employment Coalition. In 1999, 27 participants completed the year-long program of management and leadership training.

To date, five other evaluations of the program have been completed: New Leaders survey on impressions of the first residential training, New Leaders evaluation of their own growth (part one of two parts is complete), a survey of New Leaders' supervisors, a survey of the Topical Work Group Advisors and a process evaluation on start-up phase of the program. The following is an account of four individuals selected prior to the first residential training program. An update of this report will be available October 2000, the nine-month period ending New Leaders' selection to the Academy.

NYEC wishes to thank its members and all those who have contributed to the early success of the program including applicant reviewers, Faculty leaders, Career Advisors and Topical Work Group Advisors. The New Leaders Academy Board of Overseers have been especially helpful:

Harry Bruell
Natl Association of Service & Conservation Corps

Thomas M. ("Mike") Buzbee
Gulf Coast Trades Center, New Waverly, TX

Selvin Chambers, III (New Leader, 1999)
City of Cambridge, MA

Ivan Charner (Chair)
Academy for Educational Development

Susan Curnan (1999)
Brandeis University Center for Human Resources

Alice Cole
City of Baltimore Off. of Employment Development

Tom Flood
Corporation for Public Management

Elizabeth Hale
Institute for Educational Leadership

Elaine Johnson (1999)
Academy for Educational Development

Milton Little (1999)
National Urban League

Phil Matero
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Bob Rath
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Carolyn Timmons
Prevent Child Abuse New Jersey

Steve Trippe
New Ways Workers

Peter Kleinbard (ex-oficio)
Wallace-Reader's Digest Fund

Joan Wills (Chair of NYEC)
Institute for Educational Leadership

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Mala Thakur, Director, Capacity-Building Initiatives
Paul Masiarchin, Program Associate
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THE NEW LEADERS ACADEMY SUB SAMPLE DOCUMENTARY
PROFILES OF FOUR NLA PARTICIPANTS

BACKGROUND

In an attempt to obtain and document some of the more subtle, poignant, and personal impacts of the inaugural New Leaders Academy (NLA) on New Leader Fellows, the National Youth Employment Coalition asked a research team from the National Institute for Work and Learning at the Academy for Educational Development to undertake an in-depth study of the experiences of four representative NLA participants over the course of the program year. This piece of the evaluation was designed to provide deeper insight into the specific areas of growth New Leader Fellows reported experiencing as a result of their participation in the Academy. The resulting "Sub Sample Documentary" is intended to serve as a companion piece to the broader outcome evaluation report.

Participation in the Sub Sample Documentary was entirely voluntary. The research team approached two men and two women who willingly agreed to share their thoughts and experiences. Information was collected through a series of five interviews with these four volunteers, some face-to-face, some by phone, over the course of the pilot year. The research team also spoke at length with each participant's career advisor, workplace supervisor, and Topical Work Group advisor in the latter half of the year to gain additional perspectives on participants' growth as a result of New Leaders Academy.

The data for this report were gathered over the twelve month period coinciding with enrollment in NLA. Three additional points of contact with the sub sample documentary individuals are planned for 2000. Therefore, information contained in this report will be updated in the final report.

THE SUB SAMPLE

Participants in the Sub Sample Documentary came from different regions of the country, representing organizations based in the Pacific North West, the West Coast, the North East, and the South West. The average age of the four volunteers was thirty. Two identified themselves as African American. One as Hispanic. The fourth identified herself as Bi-racial. Three of the four Sub Sample Documentary participants received Bachelor's degrees. One of these individuals was working on a Master's. The fourth completed an Associate's degree and was working towards her Bachelor's.

The four Sub Sample Documentary participants shared similar reasons for applying to the New Leaders Academy. Each expressed an interest in meeting youth development professionals from around the country, seeing how other organizations serve youth, and sharing information, strategies, and lessons learned with their colleagues in the youth development field. All hoped to develop leadership and management skills and get some clarity around viable next career steps.

Each Fellow in the Sub Sample Documentary also arrived with a specific set of goals for personal and professional development. For instance, one participant hoped to better develop his verbal skills through NLA. Another thought the experience might help her identify her strengths and highlight areas for improvement. The profiles for each Sub Sample Documentary participant that follow contain highlights from conversations with the Fellows and details on the progress each feels he/she made towards obtaining his/her goals.

THEIR EXPERIENCE

Across the board, the Fellows felt they had the full support and backing of their employers. Employing organizations hoped that, through their New Leaders, they would gain access to information and research that would better enable them to stay current on approaches to programming and service provision. Supervisors viewed the New Leaders Academy as a solid training and leadership development opportunity for their staff. In three of the four cases, supervisors considered most additional NLA work (e.g., Topical Work Group assignments) to be a natural extension of their employee's duties at their home organizations. In all four cases, supervisors reported that the NLA experience helped their employee grow.

In conversations with Sub Sample Documentary participants, we spent a considerable amount of time examining the Topical Work Group and Career Advisor components of the New Leaders Academy. Fellows had mixed experiences with both. Despite concerns of process and clarity, each New Leader, working within their own time and resource constraints, eventually tailored their participation and investment in these aspects of the program to best meet their needs.

At the outset, all but one struggled with the ambiguity of the Topical Work Group. At times each was frustrated, either unclear of the expected outcomes or discouraged by the logistical challenges of communicating with a group of individuals dispersed across multiple time zones and supported by varying levels of technology. In the end, however, all reported finding the group process and lessons learned around team building to be extremely valuable.

There was greater variation among the four with regard to their interactions with their Career Advisors. Two of the participants in the Sub Sample Documentary never spoke to their Career Advisors at all. In both cases, the New Leaders seemed, again, unsure of what to expect from the experience and were reluctant to full-heartedly pursue the opportunity, uncomfortable with the idea of building a relationship with someone they didn't know. A third participant did speak with her Career Advisor twice, found the conversations helpful, and would have liked to have had more interaction. The fourth was in regular communications with her Career Advisor, credits him with much of the personal and professional growth she's undergone as a result of the experience, and thinks this was one of the most worthwhile aspects of the New Leaders Academy.

Of the four Sub Sample Documentary participants, three indicated that they had minimal contact with other New Leaders outside of the Residential Training Sessions and Topical Work Group discussions. Only one seemed to have had regular contact with other New Leaders over the course of the program year. As a result, she feels she came away with some really close friends.

New Leaders were quick to point to positive impacts resulting from their participation in the New Leaders Academy. Three of the four felt better able to communicate as a result of their experiences with the New Leaders Academy. Two cited improved interpersonal skills, indicating that they now feel more comfortable interacting with supervisors and peers. Three commented that New Leaders Academy opened their eyes to new career possibilities or new opportunities at work. Two started new jobs over the course of the year and one received a promotion. All felt more confident in their leadership skills, their managerial skills, and/or their abilities to be effective decision-makers.

Importantly, all four specifically reported on their attempts to share information and knowledge gained through NLA with coworkers and colleagues in their home organizations. More often than not, the fellows took it upon themselves to organize and manage this internal out-reach. However, in at least one instance, the fellow's immediate supervisor played an active role in promoting such professional development opportunities.

Supervisors also noted positive changes in their New Leaders. Echoing her New Leader's sentiments, one commented that the New Leader was better able to communicate as a result of the experiences. Another indicated that his New Leader seems much more focused and mature with respect to handling management responsibilities. Two suggested that their New Leaders have gained a broader perspective of the youth development field.

In reviewing participant profiles in this Sub Sample Documentary, it becomes apparent that the Fellows all had a very positive experience as New Leaders, but each Fellow's experience was also unique. Participants in the Sub Sample Documentary seemed to place an extremely high value on

having an opportunity to meet, interact with, and really get to know other professionals in the youth development field. Listening to their stories, the program, as a whole, exceeded their expectations.

Augustine Nevarez

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AGE:	**31**
ETHNICITY:	**Hispanic**

Augustine Nevarez is the Assistant Director of New Ways Workers - San Francisco. He provides mid-level management support to the organization and has responsibilities for staff, the tech support function of the organization's youth placement component, and pre-employment training. He also serves as the post-job development liaison to employers.

Augustine came to the youth development field with a Bachelor's in interior design and housing and is currently in the process of working on a Master's degree in interior design and housing at San Francisco State University. His work experiences include several years serving young people in efforts such as AACE Upward Bound, and the Si Se Puede Mentorship Program. His academic interests notwithstanding, Augustine enjoys working with young people and sees himself continuing on in the youth services profession with an eye on the Director's position at New Ways Workers - San Francisco as the logical next step in his career.

Augustine learned about New Leaders Academy (NLA) through the New Ways Workers National Office. He applied hoping to broaden his understanding of the field of youth development and develop leadership skills. Augustine had received a promotion just prior to entering NLA, and, given his new managerial role, was searching for ways to enhance his new interactions with former peers. He was also looking for strategies to help employers better understand their roles in dealing with youth and was anxious to learn from the experiences of his fellow New Leaders.

"I'm more confident as the Assistant Director for NWW because I clearly see how much the services I provide can impact youth."

Augustine Nevarez

Augustine found the First Residential Training Session to be "very empowering." He characterized his fellow New Leaders as very intelligent, with energy that "comes from the heart." He reported gaining a better understanding of mission and how an organization's mission plays into the successful delivery of services. He noticed immediate improvements in his managerial and organizational abilities upon returning to work.

Augustine joined the Recruitment and Retention Topical Work Group. He was looking forward to gaining perspectives on the most effective strategies for recruitment and retention from other youth development professionals. As previously mentioned, Augustine was especially interested in exploring ways to better support and communicate with area employers. Towards this end he created two presentations - one with guidelines on how to be an effective mentor and the other

outlining key components for being an effective supervisor. These efforts contributed to both his work at New Ways Workers and his Topical Work Group project. According to Augustine, members of the Recruitment and Retention Topical Work Group tended to work in isolation and then the group would attempt to connect the resulting products. In the end, although Augustine was satisfied with the experience and the products he produced, he wished the group had worked more coherently as a team.

Augustine reported that his employer supported him consistently throughout the program. In addition to providing release time and covering his travel expenses, making it possible for him to attend the Residential Training Sessions, Augustine noted that his employer seemed sincerely interested in the work he did as part of the New Leaders Academy and in what he learned as a result of the experience. Augustine's direct supervisor consciously made time for him to share information and experiences from NLA with other New Ways Workers staff. As a result, Augustine has made several presentations at general staff meetings and engaged his staff in some of the exercises the New Leaders participated in during the First Residential Training Session.

Early on, Augustine seemed uncomfortable with impromptu conversations and interactions with peers and faculty. He expressed a desire for opportunities to practice networking skills, yet, he did not communicate much with other New Leaders outside of the Residential Training Sessions. Communications with his Career Advisor were also almost non-existent, in part because Augustine was unsure of what to expect from this aspect of the program. Augustine acknowledged that he became very involved in his work and did not make an effort to stay in contact with people. After meeting up again with everyone at the Second Residential Training Session, he admitted feeling as though he had overlooked a lot of useful support and became reinspired to make better use of this network in the future. Augustine hopes the National Youth Employment Coalition will serve as a resource hub for New Leaders alumni.

Augustine feels the New Leaders Academy helped him improve his managerial, communication, and interpersonal skills. He also feels more confident in his role as the Assistant Director for New Ways Workers and indicated that he has a much better sense of how much the services they provide impact youth. His supervisor noted that their working group is more cohesive than ever before under Augustine's growing leadership abilities.

Augustine reported feeling much more comfortable making presentations to both large and small groups as a result of NLA and related experiences. This was obvious during the Recruitment and Retention Topical Work Group's presentation at the Second Residential Training Session. Augustine appeared very much at ease both in introducing the topics during the presentations and facilitating the question and answer session immediately afterwards.

Augustine indicated that he valued getting other people's perspectives on the field. Hearing more about the broad range of programs for youth made him look at additional resources in his own area. For instance, at one point in the past year, he needed to find housing for a young person in his program who had lost his home. As a result of NLA, he had a much better idea of the types of programs and services available and how to access them. Augustine's supervisor also commented that, in her opinion, New Leaders Academy has given Augustine a broader perspective on the youth development field.

For Augustine, the overall experience was very positive. He said it was a great confidence builder, and he appreciated having an opportunity to meet with other youth development professionals facing similar issues and challenges. He doesn't think he could have gotten the individualized attention and customized professional development NLA provided anywhere else. He feels this experience will be with him forever. He learned how to look at both himself and others in a new light.

Kimberly Keith		
	TITLE:	Outreach Coordinator
	ORGANIZATION:	The Children's Museum
	LOCATION:	Seattle, WA
	AGE:	31
	ETHNICITY:	Bi-racial

Kimberly Keith works for The Children's Museum in Seattle, Washington. When she started the New Leaders Academy (NLA), she was serving as the Outreach Coordinator and was responsible for creating after school and summer arts and humanities programs for young people from low-income housing. Her responsibilities also included coordinating art based programs for incarcerated youth. Kim has since been promoted and is now the Curator of Outreach Services.

Kim has a Bachelor's degree from The Evergreen State College with a concentration in printmaking and fiber arts. For the past eight years, she's been working with school age children in arts enrichment programs. She cites her ability to communicate effectively and her ability to understand partnerships and what it takes to be a good partner among her most valued skills. Most of her management training has been acquired on the job.

Kim first learned about the New Leaders Academy through a blind letter that was sent to the Museum. Thinking NLA would be an excellent professional and personal development opportunity, she approached her supervisor and Executive Director, and asked them to support her application. Initially, she was hoping the experience would help her identify both strengths and areas for improvement.

As a result of the First Residential Training, Kim began to think of ways to improve not only her own professional capabilities but also the capacity and skills of others involved in administering programs at the Children's Museum. She began to look for ways to facilitate information sharing with an eye towards helping all staff understand how to contribute more effectively to the Museum's overall mission.

Kim joined the Recruitment and Retention Topical Work Group. She was pleased with her decision as the group's plans and projects would enable her to work towards achieving some of the goals she set for herself in her application. Within the scope of the larger project, Kim chose to focus her efforts on exploring methods for retention. Throughout the year, Kim remained active in the group, still she felt constrained by time and logistics and wished she could have devoted more energy to the project.

During the First Residential Training Session, Kim shared that, in terms of future career plans, she felt torn between exploring work that would require her to become more directly involved in social services provision for youth or continuing on as a service provider through cultural

institutions. She saw potential in both options. Regardless, she feels the New Leaders Academy opened her eyes to additional training opportunities and career possibilities.

> **"I have been able to look at workplace competencies and apply them to myself, my staff and my colleagues. Previous to NLA I had an idea of what these things were, but I did not have the language to express whether they were present or how to attain them."**
>
> ***Kimberly Keith***

As a result of the First Residential Training Session, Kim reported having more confidence in her thoughts and abilities. She also noticed that she was expressing herself in a much more constructive manner. She gained a better understanding of workplace competencies and began applying them to herself, her staff, and her colleagues. She also began taking on more leadership responsibilities. She shared many of the lessons she learned with her supervisor, and the two of them agreed to use Kim's experiences to raise the standards within their department with the ultimate goal of creating a model for the rest of the institution to follow.

Kim's direct supervisor was very supportive of her participation in NLA and seemed to recognize the benefits accruing to her programs and their department. Her supervisor reported seeing a good deal of overlap between the work Kim does as a New Leader and the work she does for the Museum. Initially, she hoped the experience might help Kim think through and navigate some of the more political aspects of her job. She observed that, while Kim has always been very committed, she returned from the First Residential Training Session with more energy and enthusiasm for her work. She also noted that Kim became a much more "anchored" person as a result of the experience and seemed better prepared to cope with organizational change.

Kim felt the rest of the management team supported her participation, but, at the same time, that they didn't fully understand the potential impact her participation in NLA could have on the rest of the Museum, particularly in the areas of program design and systems change. This lack of recognition and a perceived unwillingness to move forward in implementing institutional change proved very frustrating for Kim. Towards the end of the NLA program year, the Museum was in the process of appointing new leadership. Kim hoped the lines of communication would open up as a result, providing opportunities for positive dialogues in the near future.

In Kim's opinion, one of the most rewarding aspects of the New Leaders Academy was the opportunity to meet and interact with the other New Leaders. Through these exchanges, Kim learned that she was not alone in some of her frustrations and that others were facing some of the same challenges. For Kim, some of these interactions lead to close friendships. Her new friends provided her with the support she needed to appreciate her contributions and accomplishments. She feels as though she was able to do the same for them. Overall, the experiences brought her a renewed sense of self.

Kim was also able to build a solid relationship with her Career Advisor. This may have been, in part, because she felt she had reached a point where she needed some career guidance and was very receptive to communications and feedback. They corresponded through e-mail at least once a week and spoke on the phone for about an hour each month. Kim found these exchanges to be very beneficial. She credited her Career Advisor with helping her develop both professionally and personally. For example, based on his suggestions, she began to set aside some time each week to reflect on her accomplishments and think about her goals. She also joined a gym and dedicated the early morning hours to self-improvement and exercise. These activities have added to her sense of self-worth.

Kim developed a new understanding of herself and gained insight into her relationships with co-workers and peers. The New Leaders Academy caused her to be more contemplative about her work. For instance, she began to look beyond the day to day barriers she faces in her organization with the intention of identifying the positive and successful outcomes contributing to the overall quality of her programs. She recognized changes in herself and was a little discouraged that others in her organization did not acknowledge her growth.

"I have been more confident about my thoughts and abilities and have been able to convey them in a much more constructive manner since NLA."

Kimberly Keith

Kim thought the most worthwhile aspect of NLA was getting to meet other professionals in a very intense and focused forum. She liked the intensity and appreciated having an opportunity to share common experiences with her peers. She found the experience "very affirming."

Kim made a lot of positive changes as a result of the New Leaders Academy. She's developed new attitudes, gained a broader perspective, and begun building valuable relationships. She looks forward to growing even more along these lines in the future.

Lora Clack		
	TITLE:	Team Supervisor, GED Instructor
	ORGANIZATION:	Dallas Youth Services Corps
	LOCATION:	Dallas, TX
	AGE:	31
	ETHNICITY:	African American

When **Lora Clack** joined New Leaders Academy (NLA), she was working for the Dallas Youth Services Corps in Dallas, Texas primarily as a Team Supervisor in the Human Needs and Education Program, but also one day a week as a GED instructor to Corps members. The Dallas Youth Services Corps, an organization largely funded by Americorps, connects young people with work experiences in non-profit agencies around Dallas.

Having earned an Associate's degree, Lora has been working towards completing the requirements for a Bachelor's. With the passion and energy she brings to her work, she's confident in her ability to make valuable contributions to program operations, still, it's important to her that she obtain a Bachelor's degree, in part, because she wants to serve as a positive role model for her clients.

Lora first learned about NLA from Dallas Youth Services Corps' Executive Director who provided her with the application and suggested she apply. In Lora's opinion, her Executive Director was hoping to enhance her abilities to contribute on a number of levels and prepare her to be on the management team. Lora's supervisor confirmed her suspicions, "Lora has always been very independent. This experience will enable her to take on more."

Anxious to acquire new management skills, particularly in the areas of development and budgeting, Lora saw the New Leaders Academy as a means to this end. At the same time, she looked forward to meeting other youth development professionals, both the faculty and other New Leaders, and learning more about their organizations.

"It's like my whole staff came to NLA because I came."

Lora Clack

During the First Residential Training, Lora most valued the youth development information that was shared and took the lessons she learned back to her peers in the workplace. According to Lora, the experience caused her to "raise the bar" immediately.

Like other New Leaders, she found herself anxious during the First Residential Training Session, unsure of what expect to from the Topical Work Group experience but ready to get moving on a project. She reported, however, that she felt she could be more relaxed than her peers in terms of working through the process because she had full support from her supervisor and could be flexible in choosing a group to join based on what was in her best interests. In the end, Lora chose the Marketing Topical Work Group.

The Marketing Group's goal was to promote positive youth images on a national scale by using a multi-media approach while at the same time, highlighting some of the New Leaders' organizations and increasing New Leaders' marketing skills. At the outset, Lora invested a lot of herself, her time, and energy into the Topical Work Group project. She did a considerable amount of research into how organizations connect with young people, including designing and administering a two page survey of sixty young people from her program to determine what kinds of marketing messages are being communicated effectively and why. Ultimately the Topical Work Group project took a different direction and this research was not used. While Lora doesn't feel her work was wasted, she was definitely disappointed, and this caused her to change her approach to the project. She began asking for discrete assignments but chose not participate in the long conference calls or the massive "group think." This made participation more manageable, but it also took her out of the loop. In the end, Lora found the Topical Work Group experience very frustrating but considered the process and the lessons she learned about different work styles to have been valuable.

The Dallas Youth Services Corps underwent a considerable amount of change shortly after the First Residential Training week and Lora was required to take on a number of new responsibilities including a leadership role in the organization's new "Corps to Careers" initiative. While she doesn't credit this increase in responsibilities directly to NLA, she feels that because of NLA, leaders in the Dallas Youth Services Corps began to look at her in a different light and think of her as a leader. She also thinks that NLA made her boss rethink her roles and responsibilities. She definitely feels she was exposed to new opportunities as a result of the New Leaders Academy.

A couple of months after the First Residential Training, the YMCA approached Lora and offered her a job as the Community Program Director. At about the same time, Lora made contact with her NLA Career Advisor. She reported that the conversations they had were extremely helpful not in making the decision to change jobs per se, but in thinking through her goals and next steps. Lora spoke with her Career Advisor only twice and wishes they had been in better contact.

After considerable thought and reflection, Lora decided to leave the Dallas Youth Services Corps and take the position at the YMCA. Her decision to change jobs was not a direct result of her participation in NLA but she did feel that New Leaders helped to prepare her to make the decision. In reflecting on NLA and the First Residential Training, Lora said she realized that New Leaders was a big boost to her self-esteem. She found it very beneficial to be among the New Leaders. She saw what others were doing, and it gave her the incentive to seek out additional management responsibilities.

When Lora first met the other New Leaders at the First Residential Training, she thought "Wow - this is a really different caliber of people." The more she interacted with other New Leaders during the Residential Training Sessions, the more confident she became that what she had to say was important, too. At the outset, she confided that she didn't feel of the same caliber as her new peers. Now she does, and she's challenging herself to do even more.

Still, Lora did not communicate much with other New Leaders outside of the Residential Training Sessions. She became very busy with her new responsibilities and didn't have the time. She did stay in touch with her roommate from the First Residential Training. They discussed the professional and personal issues they face and came to appreciate the exchanges.

Right before the Second Residential Training, the Executive Director of the Dallas Youth Services Corps called Lora and offered her a new position directing the Welfare-to-Work component of their organization. According to her former supervisor at the Dallas Youth Services Corps, "Lora's a lot more focused and mature in terms of her managerial abilities than ever before. New Leaders has been a good experience." He also felt she gained a better perspective of the "big picture." Lora decided to return to Dallas Youth Services Corps but she doesn't regret her earlier decision to leave. She explained that in leaving, she might have acquired a better understanding of what she needed to grow.

Lora was hesitant to tie any specific areas of growth directly to the New Leaders Academy. She "views everything as a culmination of experiences" and credited her growth to a number of different professional development opportunities she participated in over the course of the past year, including the New Leaders Academy. New Leaders may have helped her get more out of these other experiences and vice versa. She enjoyed meeting new people and getting different perspectives.

Of her experience as a New Leader, Lora concluded, "It's like working with young people...you're not sure what sinks in until much later." Lora really valued having such a unique opportunity to interact and share ideas with other youth development professionals and indicated feeling that she couldn't have gotten that experience anywhere else.

Derrick Dolphin		
	TITLE:	Director, Employment Unit
	ORGANIZATION:	CASES
	LOCATION:	New York, NY
	AGE:	28
	ETHNICITY:	African American

When **Derrick Dolphin** joined the New Leaders Academy (NLA), he was serving as the Director of the Employment Unit at the Center for Alternative Sentencing and Employment Services (CASES), an organization providing transitional and support services to youth offenders in New York City. In this capacity, he focused on preparing the at-risk youth participating in the program for gainful employment. The continuum of services provided to participants along these lines include: skills assessments to determine participants' strengths and weaknesses; connections to appropriate training opportunities; and job placement.

Derrick spent seven years in youth serving organizations throughout the New York City area prior to joining the CASES staff. While youth offenders are, in his opinion, one of the more challenging populations to work with, he confessed his own experiences growing up as an at-risk youth in the city allow him to serve as "a living testament that you can achieve if you work hard." Because he provided a perspective his clients could relate to, he felt well-positioned to help them think through decisions and make tough life choices.

During the First Residential Training Session, Derrick described his job as "crisis management." He cited his ability to adapt as one of his most valued skills, further explaining that, to succeed as a direct service provider in the youth services field, it was essential that he be able to relate to and communicate effectively with both the young people he served, the program's funders, and his Board of Directors. He struggled with the fact that CASES couldn't place every person who came through the door. He learned that the young people he worked with had to want to change and given limited resources and manpower, he needed to concentrate his efforts on helping the youth offenders who were prepared to help themselves.

Derrick applied to NLA because he was interested in meeting people from around the country, learning about their programs, and identifying some of the similarities and differences in youth and the ways youth services are provided. One of his primary goals in building this network was not only to learn about other programs but to share information and best practices from CASES, an exchange he characterized as "each one teach one." He was also hoping to broaden his perspective on the field of youth development and expressed an interest in making a career move from direct service provision at the local level to policy, management, and oversight on a more national level. In terms of personal skills, he wanted to further develop his verbal abilities and felt NLA might provide him with the forum to practice expressing his opinions and ideas.
In supporting Derrick's participation in NLA, CASES was interested in increasing their exposure at the national level and staying current in their approaches to programming and service provision.

Over the past year he began to question whether or not he was getting the support he needed to do his job and implement change within his organization, yet CASES was a consistent and enthusiastic supporter of his participation in NLA. Derrick's supervisor viewed NLA as a good training and leadership development opportunity for Derrick. He reported that Derrick became more confident and better able to assert himself as a result of NLA. According to Derrick's supervisor, pretty much all of Derrick's work as a New Leader added value to his work as a CASES staffer.

Experiences at the First Residential Training Session caused Derrick to meet with his staff and have discussions about the importance of developing trust with participants and ways to make participants feel more comfortable in the program space. He also shared a number of hand-outs from the training in particular *15 Principles of Effective Practices for Youth Employment Programs*, *Making Career Decisions*, and *Managing Your Career in the 21st Century*. It took Derrick time to figure out how best to convey some of the key youth development strategies he'd learned during the First Residential Training without stepping over organizational turf lines, and this caused him some frustration early on. However, over the course of the year, he found ways to influence and strengthen both the employment and youth development programs at CASES based on techniques and strategies he learned from other NLA participants and faculty. He also became much more conscious of his staff and the kinds of support they needed from him to do their jobs better.

Early on in the program year, Derrick reported communicating with fellow New Leaders at least once a week - mostly to share information on resources or talk about the Topical Work Group. Derrick continued to keep in touch and work with the people in his Topical Work Group, but did not communicate much with other New Leaders outside of the Residential Training Sessions. Still, Derrick said the exchanges he did have with fellow New Leaders only served to strengthen his feelings about the importance of networking with other youth service providers. Through discussions with fellow New Leaders, he learned that youth throughout the country have similar issues - that there is not much difference between the young people he worked with and similarly situated youth in different parts of the country.

"We work with a difficult population (youth offenders) and it is very important for us to provide quality services - these young people need direction and support - so we are striving to enhance what we do with them and help them with their development."

Derrick Dolphin

For Derrick, NLA helped underscore the importance of the work CASES does and the significance of the contributions he made, both to the youth he worked with and the community. He gained a new sense of pride both in himself and his organization.

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Derrick had a positive experience with his Topical Work Group. The group began by conducting research to identify youth programs using technology. This group started without an advisor, and although Derrick felt a little anxious about the Topical Work Group activity at first, he was pleased with both the activity and the group's accomplishments. He wished the group could have met in person more often, observing that, when the group did get together, there was a lot of enthusiasm but in time, because the group was so spread out, the momentum would "kind of fall away." Still, the group set realistic goals and, with hard work, was able to achieve them.

In exploring how non-profit organizations use technology, the group discovered that many non-profits are not taking full advantage of the benefits they could derive through a better understanding of the tools and resources. While many youth serving organizations have computers, their staffs are often not trained to use them. The group decided to take an inventory of potential resources youth serving organizations might use to enhance their technological capabilities and make this list available on-line. Derrick enrolled in a web developer's program, learned how to design a site and code in HTML, and then used this new found knowledge to create ROYD.Net (Resource Options for Youth Development) to house the Topical Work Group's resource lists and other information. He cited his new computer skills and the lessons he learned about the importance of effective communications as some of the positive outcomes of the Topical Work Group experience.

Derrick never did speak to his Career Advisor. He expressed some concerns with the concept - "What do I say to a person I have no rapport with, that I've never met, and who doesn't know me, about my personal development? Maybe I would be more comfortable if I could meet this person face-to-face." Still, NLA helped Derrick think more about his own career development and future career plans. He felt the experience "broadened his horizons professionally."

A couple of months into NLA, Derrick expressed an interest in going into business for himself. The Topical Work Group experience in particular provided Derrick with direction for these plans. The group identified a real need among non-profit youth serving entities for information on, guidance with, and assistance in defining appropriate uses of technology to support operations and services, giving Derrick a fresh perspective on ways he might get involved. In fact, with his new web development skills, he's already done some consulting work in the New York City area.

At the outset, Derrick expressed an interest in moving away from direct service provision at the local level and into work that would allow him to explore youth development on a more national level. Towards that end, Derrick recently took a new job with a small, private research company, Research and Evaluation Associates, based out of North Carolina. He has been assigned to the Job Corps National Office in the Division of National Program Development at the U.S.

Department of Labor. He is responsible for examining quality of life as it relates to the residential component of Job Corps nationwide. From Derrick's perspective, one of the most attractive elements of the new position is that the work will support his ongoing efforts to build a network, begun in earnest while participating in NLA.

> **"NLA brings together an extremely diverse group of individuals, but with a shared respect. This is a very even playing field."**
>
> *Derrick Dolphin*

Derrick considers the people he's met to be one of the most valuable resources he's acquired as a result of NLA. He enjoyed coming into contact with people so committed to the work that they do. He said that the interactions and connections he made with this group and the shared respect they had for one another was something he couldn't have gotten anywhere else.

Derrick expects to benefit from his experiences as a New Leader for the rest of his life. He had become exhausted from his years working directly with young people and had been considering getting out of the field. The New Leaders Academy expanded his outlook and made him aware of alternative possibilities. "It's been great to be part of NLA. People in the field view it as a seal of approval. I feel 'certified." Derrick will continue to serve the youth development field but in a broader capacity and looks forward to this new role.

National Youth Employment Coalition

NYEC is a nonpartisan national organization dedicated to promoting policies and initiatives which help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens. NYEC seeks to create: effective youth employment programs; more productive youth employment policies; better trained and more effective youth employment practitioners; collaborative ventures between youth employment and youth service organizations; and public understanding and support for youth employment programs and policies. The organization was founded in 1979 and is guided by the interests and concerns of over 150 youth employment, training and development organizations nationwide. NYEC identifies and disseminates effective practices and the latest research findings among youth practitioners and researchers.

Through PEPNet--Promising and Effective Practices Network--NYEC identifies, recognizes and encourages effective youth employment/development programs. In its effort to help practitioners and policymakers develop and maintain standards of accountability and practice, NYEC's "Indicators for Youth Economic Achievement" was begun to measure developmental gains of young people.

The New Leaders Academy began in 1999 following a one-year planning grant from The Wallace-Reader's Digest Fund. It is a one-year professional leadership and management training fellowship for leaders in the field of youth employment/youth development. Its goals are to:

- Provide training in youth development, workforce development, program and policy development and management skills to better prepare youth service professionals;
- Improve the practices of youth employment/youth development organizations;
- Improve the capacity for future leaders' contributions to their organizations and to the field of youth employment/youth development;
- Help future leaders develop and maintain networking skills and abilities.

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Developing New Leaders
Four Profiles

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DEVELOPING NEW LEADERS
THE PROFILES OF FOUR NLA PARTICIPANTS

BACKGROUND

In an attempt to obtain and document some of the more subtle, poignant, and personal impacts of the first New Leaders Academy (NLA) on New Leaders, the National Youth Employment Coalition asked a research team from the National Institute for Work and Learning at the Academy for Educational Development to undertake an in-depth study of the experiences of four representative NLA participants over the course of the program year. This piece of the evaluation was designed to provide deeper insight into the specific areas of growth New Leaders reported experiencing as a result of their participation in the Academy. The resulting report, "Developing New Leaders: Four Profiles," is intended to serve as a companion piece to a broader outcome evaluation report.

Participation in this profile project was entirely voluntary. The research team approached two men and two women who willingly agreed to share their thoughts and experiences. Information was collected through a series of five interviews with these four volunteers, some face-to-face, some by phone, over the course of the pilot year. The research team also spoke at length with each participant's career advisor, workplace supervisor, and Topical Work Group advisor in the latter half of the year to gain additional perspectives on participants' growth as a result of the New Leaders Academy. Finally, participants were asked to respond in writing to two short open-ended questionnaires in the six months following the NLA program year (February and June 2000). Three of the four responded to both questionnaires and this follow-up information is summarized in an epilogue at the end of the report.

The data for this report were gathered over the twelve month period coinciding with enrollment in NLA and the six months following program completion.

THE SUB SAMPLE

Participants highlighted in "Developing New Leaders: Four Profiles" came from different regions of the country, representing organizations based in the Pacific North West, the West Coast, the North East, and the South West. The average age of the four volunteers was thirty. One participant identified herself as African American; one as African American/Latino; another as Hispanic; and the fourth identified herself as Bi-racial. Three of the four profile participants received Bachelor's degrees. One of these individuals was working on a Master's. The fourth completed an Associate's degree and was working towards her Bachelor's.

The four participants shared similar reasons for applying to the New Leaders Academy. Each expressed an interest in meeting youth development professionals from around the country, seeing how other organizations serve youth, and sharing information, strategies, and lessons learned with their colleagues in the youth development field. All hoped to develop leadership and management skills and gain some clarity around viable next career steps.

Each of the individuals in "Developing New Leaders: Four Profiles" also arrived with a specific set of goals for personal and professional development. For instance, one participant hoped to better develop his verbal skills through NLA. Another thought the experience might help her identify her strengths and highlight areas for improvement. The profiles that follow contain highlights from conversations with the New Leaders and details on the progress each feels he/she made towards obtaining his/her goals.

THEIR EXPERIENCE

Across the board, the participants felt they had the full support and backing of their employers. Employing organizations hoped that, through their New Leaders, they would gain access to information and research that would better enable them to stay current on approaches to programming and service provision. Supervisors viewed the New Leaders Academy as a solid training and leadership development opportunity for their staff. In three of the four cases, supervisors considered most additional NLA work (e.g., Topical Work Group assignments) to be a natural extension of their employee's duties at their home organizations. In all four cases, supervisors reported that the NLA experience helped their employee grow.

In conversations with profile participants, we spent a considerable amount of time examining the Topical Work Group and Career Advisor components of the New Leaders Academy. New Leaders had mixed experiences with both. Despite concerns of process and clarity, each New Leader, working within their own time and resource constraints, eventually tailored their participation and investment in these aspects of the program to best meet <u>their</u> needs.

At the outset, all but one struggled with the ambiguity of the Topical Work Group. At times each was frustrated, either unclear of the expected outcomes or discouraged by the logistical challenges of communicating with a group of individuals dispersed across multiple time zones and supported by varying levels of technology. In the end, however, all reported finding the group process and lessons learned around team building to be extremely valuable.

There was greater variation among the four with regard to their interactions with their Career Advisors. Two of the participants never spoke to their Career Advisors at all. In both cases, the

New Leaders seemed, again, unsure of what to expect from the experience and were reluctant to whole-heartedly pursue the opportunity, uncomfortable with the idea of building a relationship with someone they didn't know. A third participant did speak with her Career Advisor twice, found the conversations helpful, and would have liked to have had more interaction. The fourth was in regular communications with her Career Advisor, credits him with much of the personal and professional growth she's undergone as a result of the experience, and thinks this was one of the most worthwhile aspects of the New Leaders Academy.

Of the four participants highlighted in this report, three indicated that they had minimal contact with other New Leaders outside of the Residential Training Sessions and Topical Work Group discussions. Only one seemed to have had regular contact with other New Leaders over the course of the program year. As a result, she feels she came away with some really close friends.

New Leaders were quick to point to positive impacts resulting from their participation in the New Leaders Academy. Three of the four felt better able to communicate as a result of their experiences with the New Leaders Academy. Two cited improved interpersonal skills, indicating that they now feel more comfortable interacting with supervisors and peers. Three commented that New Leaders Academy opened their eyes to new career possibilities or new opportunities at work. Two started new jobs over the course of the year and one received a promotion. All felt more confident in their leadership skills, their managerial skills, and/or their abilities to be effective decision-makers.

Importantly, all four specifically reported on their attempts to share information and knowledge gained through NLA with coworkers and colleagues in their home organizations. More often than not, these individuals took it upon themselves to organize and manage this internal out-reach. However, in at least one instance, the participant's immediate supervisor played an active role in promoting such professional development opportunities.

Supervisors also noted positive changes in their New Leaders. Echoing her New Leader's sentiments, one commented that the New Leader was better able to communicate as a result of the experiences. Another indicated that his New Leader seems much more focused and mature with respect to handling management responsibilities. Two suggested that their New Leaders have gained a broader perspective of the youth development field.

In reviewing participant profiles in this report, it becomes apparent that the participants all had a very positive experience as New Leaders, but each individual's experience was also unique. Participants in "Developing New Leaders" seemed to place an extremely high value on having an opportunity to meet, interact with, and really get to know other professionals in the youth development field. Listening to their stories, the program, as a whole, exceeded their expectations.

Augustine Nevarez

TITLE:	**Assistant Director**
ORGANIZATION:	**New Ways Workers**
LOCATION:	**San Francisco, CA**
AGE:	**31**
ETHNICITY:	**Latino**

Augustine Nevarez is the Assistant Director of New Ways Workers - San Francisco. He provides mid-level management support to the organization and has responsibilities for staff, the tech support function of the organization's youth placement component, and pre-employment training. He also serves as the post-job development liaison to employers.

Augustine came to the youth development field with a Bachelor's in interior design and housing and is currently in the process of working on a Master's degree in interior design and housing at San Francisco State University. His work experiences include several years serving young people in efforts such as AACE Upward Bound, and the Si Se Puede Mentorship Program. His academic interests notwithstanding, Augustine enjoys working with young people and sees himself continuing on in the youth services profession with an eye on the Director's position at New Ways Workers - San Francisco as the logical next step in his career.

Augustine learned about New Leaders Academy (NLA) through the New Ways Workers National Office. He applied hoping to broaden his understanding of the field of youth development and develop leadership skills. Augustine had received a promotion just prior to entering NLA, and, given his new managerial role, was searching for ways to enhance his new interactions with former peers. He was also looking for strategies to help employers better understand their roles in dealing with youth and was anxious to learn from the experiences of his fellow New Leaders.

> "I'm more confident as the Assistant Director for NWW because I clearly see how much the services I provide can impact youth."
>
> *Augustine Nevarez*

Augustine found the First Residential Training Session to be "very empowering." He characterized his fellow New Leaders as very intelligent, with energy that "comes from the heart." He reported gaining a better understanding of "mission" and how an organization's mission plays into the successful delivery of services. He noticed immediate improvements in his managerial and organizational abilities upon returning to work.

Augustine joined the Recruitment and Retention Topical Work Group. He was looking forward to gaining perspectives on the most effective strategies for recruitment and retention from other youth development professionals. As previously mentioned, Augustine was especially interested in exploring ways to better support and communicate with area employers. Towards this end he created two presentations - one with guidelines on how to be an effective mentor and the other

outlining key components for being an effective supervisor. These efforts contributed to both his work at New Ways Workers and his Topical Work Group project. According to Augustine, members of the Recruitment and Retention Topical Work Group tended to work in isolation and then the group would attempt to connect the resulting products. In the end, although Augustine was satisfied with the experience and the products he produced, he wished the group had worked more coherently as a team.

Augustine reported that his employer supported him consistently throughout the program. In addition to providing release time and covering his travel expenses, making it possible for him to attend the Residential Training Sessions, Augustine noted that his employer seemed sincerely interested in the work he did as part of the New Leaders Academy and in what he learned as a result of the experience. Augustine's direct supervisor consciously made time for him to share information and experiences from NLA with other New Ways Workers staff. As a result, Augustine has made several presentations at general staff meetings and engaged his staff in some of the exercises the New Leaders participated in during the First Residential Training Session.

Early on, Augustine seemed uncomfortable with impromptu conversations and interactions with peers and faculty. He expressed a desire for opportunities to practice networking skills, yet, he did not communicate much with other New Leaders outside of the Residential Training Sessions. Communications with his Career Advisor were also almost non-existent, in part because Augustine was unsure of what to expect from this aspect of the program. Augustine acknowledged that he became very involved in his work and did not make an effort to stay in contact with people. After meeting up again with everyone at the Second Residential Training Session, he admitted feeling as though he had overlooked a lot of useful support and became reinspired to make better use of this network in the future. Augustine hopes the National Youth Employment Coalition will serve as a resource hub for New Leaders alumni.

Augustine feels the New Leaders Academy helped him improve his managerial, communication, and interpersonal skills. He also feels more confident in his role as the Assistant Director for New Ways Workers and indicated that he has a much better sense of how much the services they provide impact youth. His supervisor noted that their working group is more cohesive than ever before under Augustine's growing leadership abilities.

Augustine reported feeling much more comfortable making presentations to both large and small groups as a result of NLA and related experiences. This was obvious during the Recruitment and Retention Topical Work Group's presentation at the Second Residential Training Session. Augustine appeared very much at ease both in introducing the topics during the presentations and facilitating the question and answer session that followed.

Augustine indicated that he valued getting other people's perspectives on the field. Hearing more about the broad range of programs for youth made him look at additional resources in his own area. For instance, at one point in the past year, he needed to find housing for a young person in his program who had lost his home. As a result of NLA, he had a much better idea of the types of programs and services available and how to access them. Augustine's supervisor also commented that, in her opinion, New Leaders Academy has given Augustine a broader perspective on the youth development field.

For Augustine, the overall experience was very positive. He said it was a great confidence builder, and he appreciated having an opportunity to meet with other youth development professionals facing similar issues and challenges. He doesn't think he could have gotten the individualized attention and customized professional development NLA provided anywhere else. He feels this experience will be with him forever. He learned how to look at both himself and others in a new light.

Kimberly Keith	
TITLE:	**Outreach Coordinator**
ORGANIZATION:	**The Children's Museum**
LOCATION:	**Seattle, WA**
AGE:	**31**
ETHNICITY:	**Bi-racial**

Kimberly Keith works for The Children's Museum in Seattle, Washington. When she started the New Leaders Academy (NLA), she was serving as the Outreach Coordinator and was responsible for creating after school and summer arts and humanities programs for young people from low-income housing. Her responsibilities also included coordinating art based programs for incarcerated youth. Kim has since been promoted and is now the Curator of Outreach Services.

Kim has a Bachelor's degree from The Evergreen State College with a concentration in printmaking and fiber arts. For the past eight years, she's been working with school age children in arts enrichment programs. She cites her ability to communicate effectively and her ability to understand partnerships and what it takes to be a good partner among her most valued skills. Most of her management training has been acquired on the job.

Kim first learned about the New Leaders Academy through a blind letter that was sent to the Museum. Thinking that NLA would be an excellent professional and personal development opportunity, she approached her supervisor and Executive Director, and asked them to support her application. Initially, she was hoping the experience would help her identify both strengths and areas for improvement.

As a result of the First Residential Training, Kim began to think of ways to improve not only her own professional capabilities but also the capacity and skills of others involved in administering programs at the Children's Museum. She began to look for ways to facilitate information sharing with an eye towards helping all staff understand how to contribute more effectively to the Museum's overall mission.

Kim joined the Recruitment and Retention Topical Work Group. She was pleased with her decision as the group's plans and projects would enable her to work towards achieving some of the goals she set for herself in her application. Within the scope of the larger project, Kim chose to focus her efforts on exploring methods for retention. Throughout the year, Kim remained active in the group, still she felt constrained by time and logistics and wished she could have devoted more energy to the project.

During the First Residential Training Session, Kim shared that, in terms of future career plans, she felt torn between exploring work that would require her to become more directly involved in social services provision for youth or continuing on as a service provider through cultural institutions. She

saw potential in both options. Regardless, she feels the New Leaders Academy opened her eyes to additional training opportunities and career possibilities.

> "I have been able to look at workplace competencies and apply them to myself, my staff and my colleagues. Previous to NLA I had an idea of what these things were, but I did not have the language to express whether they were present or how to attain them."
>
> *Kimberly Keith*

As a result of the First Residential Training Session, Kim reported having more confidence in her thoughts and abilities. She also noticed that she was expressing herself in a much more constructive manner. She gained a better understanding of workplace competencies and began applying them to herself, her staff, and her colleagues. She also began taking on more leadership responsibilities. She shared many of the lessons she learned with her supervisor, and the two of them agreed to use Kim's experiences to raise the standards within their department with the ultimate goal of creating a model for the rest of the institution to follow.

Kim's direct supervisor was very supportive of her participation in NLA and seemed to recognize the benefits accruing to her programs and their department. Her supervisor reported seeing a good deal of overlap between the work Kim does as a New Leader and the work she does for the Museum. Initially, she hoped the experience might help Kim think through and navigate some of the more political aspects of her job. She observed that, while Kim has always been very committed, she returned from the First Residential Training Session with more energy and enthusiasm for her work. She also noted that Kim became a much more "anchored" person as a result of the experience and seemed better prepared to cope with organizational change.

Kim felt the rest of the management team supported her participation, but, at the same time, that they didn't fully understand the potential impact her participation in NLA could have on the rest of the Museum, particularly in the areas of program design and systems change. This lack of recognition and a perceived unwillingness to move forward in implementing institutional change proved very frustrating for Kim. Towards the end of the NLA program year, the Museum was in the process of appointing new leadership. Kim hoped the lines of communication would open up as a result, providing opportunities for positive dialogues in the near future.

In Kim's opinion, one of the most rewarding aspects of the New Leaders Academy was the opportunity to meet and interact with the other New Leaders. Through these exchanges, Kim learned that she was not alone in some of her frustrations and that others were facing some of the same challenges. For Kim, some of these interactions lead to close friendships. Her new friends provided her with the support she needed to appreciate her contributions and accomplishments. She feels as

though she was able to do the same for them. Overall, the experiences brought her a renewed sense of self.

Kim was also able to build a solid relationship with her Career Advisor. This may have been, in part, because she felt she had reached a point where she needed some career guidance and was very receptive to communications and feedback. They corresponded through e-mail at least once a week and spoke on the phone for about an hour each month. Kim found these exchanges to be very beneficial. She credited her Career Advisor with helping her develop both professionally and personally. For example, based on his suggestions, she began to set aside some time each week to reflect on her accomplishments and think about her goals. She also joined a gym and dedicated the early morning hours to self-improvement and exercise. These activities have added to her sense of self-worth.

> "I have been more confident about my thoughts and abilities and have been able to convey them in a much more constructive manner since NLA."
>
> *Kimberly Keith*

Kim developed a new understanding of herself and gained insight into her relationships with co-workers and peers. The New Leaders Academy caused her to be more contemplative about her work. For instance, she began to look beyond the day to day barriers she faces in her organization with the intention of identifying the positive and successful outcomes contributing to the overall quality of her programs. She recognized changes in herself and was a little discouraged that others in her organization did not acknowledge her growth.

Kim thought the most worthwhile aspect of NLA was getting to meet other professionals in a very intense and focused forum. She liked the intensity and appreciated having an opportunity to share common experiences with her peers. She found the experience "very affirming."

Kim made a lot of positive changes as a result of the New Leaders Academy. She's developed new attitudes, gained a broader perspective, and begun building valuable relationships. She looks forward to growing even more along these lines in the future.

Lora Clack	
TITLE:	**Team Supervisor, GED Instructor**
ORGANIZATION:	**Dallas Youth Services Corps**
LOCATION:	**Dallas, TX**
AGE:	**31**
ETHNICITY:	**African American**

When **Lora Clack** joined New Leaders Academy (NLA), she was working for the Dallas Youth Services Corps in Dallas, Texas primarily as a Team Supervisor in the Human Needs and Education Program, but also one day a week as a GED instructor to Corps members. The Dallas Youth Services Corps, an organization largely funded by Americorps, connects young people with work experiences in non-profit agencies around Dallas.

Having earned an Associate's degree, Lora has been working towards completing the requirements for a Bachelor's. With the passion and energy she brings to her work, she's confident in her ability to make valuable contributions to program operations, still, it's important to her that she obtain a Bachelor's degree, in part, because she wants to serve as a positive role model for her clients.

Lora first learned about NLA from Dallas Youth Services Corps' Executive Director who provided her with the application and suggested she apply. In Lora's opinion, her Executive Director was hoping to enhance her abilities to contribute on a number of levels and prepare her to be on the management team. Lora's supervisor confirmed her suspicions, "Lora has always been very independent. This experience will enable her to take on more."

Anxious to acquire new management skills, particularly in the areas of development and budgeting, Lora saw the New Leaders Academy as a means to this end. At the same time, she looked forward to meeting other youth development professionals, both the faculty and other New Leaders, and learning more about their organizations.

During the First Residential Training, Lora most valued the youth development information that was shared and took the lessons she learned back to her peers in the workplace. According to Lora, the experience caused her to "raise the bar" immediately.

> "It's like my whole staff came to NLA because I came."
>
> *Lora Clack*

Like other New Leaders, she found herself anxious during the First Residential Training Session, unsure of what to expect from the Topical Work Group experience but ready to get moving on a project. She reported, however, that she felt she could be more relaxed than her peers in terms of working through the process because she had full support from her supervisor and could be flexible

in choosing a group to join based on what was in her best interests. In the end, Lora chose the Marketing Topical Work Group.

The Marketing Group's goal was to promote positive youth images on a national scale by using a multi-media approach while at the same time, highlighting some of the New Leaders' organizations and increasing New Leaders' marketing skills. At the outset, Lora invested a lot of herself, her time, and energy into the Topical Work Group project. She did a considerable amount of research into how organizations connect with young people, including designing and administering a two page survey to sixty young people from her program to determine what kinds of marketing messages are being communicated effectively and why. Ultimately the Topical Work Group project took a different direction and this research was not used. While Lora doesn't feel her work was wasted, she was definitely disappointed, and this caused her to change her approach to the project. She began asking for discrete assignments but chose not participate in the long conference calls or the massive "group think." This made participation more manageable, but it also took her out of the loop. In the end, Lora found the Topical Work Group experience very frustrating but considered the process and the lessons she learned about different work styles to have been valuable.

The Dallas Youth Services Corps underwent a considerable amount of change shortly after the First Residential Training week and Lora was required to take on a number of new responsibilities including a leadership role in the organization's new "Corps to Careers" initiative. While she doesn't credit this increase in responsibilities directly to NLA, she feels that because of NLA, leaders in the Dallas Youth Services Corps began to look at her in a different light and think of her as a leader. She also thinks that NLA made her boss rethink her roles and responsibilities. She definitely feels she was exposed to new opportunities as a result of the New Leaders Academy.

A couple of months after the First Residential Training, the YMCA approached Lora and offered her a job as the Community Program Director. At about the same time, Lora made contact with her NLA Career Advisor. She reported that the conversations they had were extremely helpful not in making the decision to change jobs per se, but in thinking through her goals and next steps. Lora spoke with her Career Advisor only twice and wishes they had been in better contact.

After considerable thought and reflection, Lora decided to leave the Dallas Youth Services Corps and take the position at the YMCA. Her decision to change jobs was not a direct result of her participation in NLA but she did feel that New Leaders helped to prepare her to make the decision. In reflecting on NLA and the First Residential Training, Lora said she realized that New Leaders was a big boost to her self-esteem. She found it very beneficial to be among the New Leaders. She saw what others were doing, and it gave her the incentive to seek out additional management responsibilities.

When Lora first met the other New Leaders at the First Residential Training, she thought "Wow - this is a really different caliber of people." The more she interacted with other New Leaders during the Residential Training Sessions, the more confident she became that what she had to say was important, too. At the outset, she confided that she didn't feel of the same caliber as her new peers. Now she does, and she's challenging herself to do even more.

Still, Lora did not communicate much with other New Leaders outside of the Residential Training Sessions. She became very busy with her new responsibilities and didn't have the time. She did stay in touch with her roommate from the First Residential Training. They discussed the professional and personal issues they face and came to appreciate the exchanges.

Just before the Second Residential Training, the Executive Director of the Dallas Youth Services Corps called Lora and offered her a new position directing the Welfare-to-Work component of their organization's work. According to her former supervisor at the Dallas Youth Services Corps, "Lora's a lot more focused and mature in terms of her managerial abilities than ever before. New Leaders has been a good experience." He also felt she gained a better perspective of the "big picture." Lora decided to return to Dallas Youth Services Corps but she doesn't regret her earlier decision to leave. She explained that in leaving, she might have acquired a better understanding of what she needed to grow.

Lora was hesitant to tie any specific areas of growth directly to the New Leaders Academy. She "views everything as a culmination of experiences" and credited her growth to a number of different professional development opportunities she participated in over the course of the past year, including the New Leaders Academy. New Leaders may have helped her get more out of these other experiences and vice versa. She enjoyed meeting new people and getting different perspectives.

Of her experience as a New Leader, Lora concluded, "It's like working with young people...you're not sure what sinks in until much later." Lora really valued having such a unique opportunity to interact and share ideas with other youth development professionals and indicated feeling that she couldn't have gotten that experience anywhere else.

Derrick Dolphin	
TITLE:	**Director, Employment Unit**
ORGANIZATION:	**CASES**
LOCATION:	**New York, NY**
AGE:	**28**
ETHNICITY:	**African American/ Latino**

When **Derrick Dolphin** joined the New Leaders Academy (NLA), he was serving as the Director of the Employment Unit at the Center for Alternative Sentencing and Employment Services (CASES), an organization providing transitional and support services to youth offenders in New York City. In this capacity, he focused on preparing the at-risk youth participating in the program for gainful employment. The continuum of services provided to participants along these lines include: skills assessments to determine participants' strengths and weaknesses; connections to appropriate training opportunities; and job placement.

Derrick spent seven years in youth serving organizations throughout the New York City area prior to joining the CASES staff. While youth offenders are, in his opinion, one of the more challenging populations to work with, he confessed that his own experiences growing up as an at-risk youth in the city allow him to serve as "a living testament that you can achieve if you work hard." Because he provided a perspective his clients could relate to, he felt well-positioned to help them think through decisions and make tough life choices.

During the First Residential Training Session, Derrick described his job as "crisis management." He cited his ability to adapt as one of his most valued skills, further explaining that, to succeed as a direct service provider in the youth services field, it was essential that he be able to relate to and communicate effectively with both the young people he served, the program's funders, and his Board of Directors. He struggled with the fact that CASES couldn't place every person who came through the door. He learned that the young people he worked with had to want to change and given limited resources and manpower, he needed to concentrate his efforts on helping the youth offenders who were prepared to help themselves.

Derrick applied to NLA because he was interested in meeting people from around the country, learning about their programs, and identifying some of the similarities and differences in youth and the ways in which youth services are provided. One of his primary goals in building this network was not only to learn about other programs but to share information and best practices from CASES, an exchange he characterized as "each one teach one." He was also hoping to broaden his perspective on the field of youth development and expressed an interest in making a career move from direct service provision at the local level to policy, management, and oversight on a more national level. In terms of personal skills, he wanted to further develop his verbal abilities and felt NLA might provide him with the forum to practice expressing his opinions and ideas.

In supporting Derrick's participation in NLA, CASES was interested in increasing their exposure at the national level and staying current in their approaches to programming and service provision. Over the past year he began to question whether or not he was getting the support he needed to do his job and implement change within his organization, yet CASES was a consistent and enthusiastic supporter of his participation in NLA. Derrick's supervisor viewed NLA as a good training and leadership development opportunity for Derrick. He reported that Derrick became more confident and better able to assert himself as a result of NLA. According to Derrick's supervisor, pretty much all of Derrick's work as a New Leader added value to his work as a CASES staffer.

Experiences at the First Residential Training Session caused Derrick to meet with his staff and have discussions about the importance of developing trust with participants and ways to make participants feel more comfortable in the program space. He also shared a number of hand-outs from the training in particular *15 Principles of Effective Practices for Youth Employment Programs*, *Making Career Decisions*, and *Managing Your Career in the 21st Century*. It took Derrick time to figure out how best to convey some of the key youth development strategies he'd learned during the First Residential Training without stepping over organizational turf lines, and this caused him some frustration early on. However, over the course of the year, he found ways to influence and strengthen both the employment and youth development programs at CASES based on techniques and strategies he learned from other NLA participants and faculty. He also became much more conscious of his staff and the kinds of support they needed from him to do their jobs better.

Early on in the program year, Derrick reported communicating with fellow New Leaders at least once a week - mostly to share information on resources or talk about the Topical Work Group. Derrick continued to keep in touch and work with the people in his Topical Work Group, but did not communicate much with other New Leaders outside of the Residential Training Sessions. Still, Derrick said the exchanges he did have with fellow New Leaders only served to strengthen his feelings about the importance of networking with other youth service providers. Through discussions with fellow New Leaders, he learned that youth throughout the country have similar issues - that there is not much difference between the young people he worked with and similarly situated youth in different parts of the country.

For Derrick, NLA helped underscore the importance of the work CASES does and the significance of the contributions he made, both to the youth he worked with and the community. He gained a new sense of pride both in himself and his organization.

"We work with a difficult population (youth offenders) and it is very important for us to provide quality services - these young people need direction and support - so we are striving to enhance what we do with them and help them with their development."

Derrick Dolphin

Derrick had a positive experience with his Topical Work Group. The group began by conducting research to identify youth programs using technology. This group started without an advisor, and although Derrick felt a little anxious about the Topical Work Group activity at first, he was pleased with both the activity and the group's accomplishments. He wished the group could have met in person more often, observing that, when the group did get together, there was a lot of enthusiasm but in time, because the group was so spread out, the momentum would "kind of fall away." Still, the group set realistic goals and, with hard work, was able to achieve them.

In exploring how non-profit organizations use technology, the group discovered that many non-profits are not taking full advantage of the benefits they could derive through a better understanding of the tools and resources. While many youth serving organizations have computers, their staffs are often not trained to use them. The group decided to take an inventory of potential resources youth serving organizations might use to enhance their technological capabilities and make this list available on-line. Derrick enrolled in a web developer's program, learned how to design a site and code in HTML, and then used this new found knowledge to create ROYD.Net (Resource Options for Youth Development) to house the Topical Work Group's resource lists and other information. He cited his new computer skills and the lessons he learned about the importance of effective communications as some of the positive outcomes of the Topical Work Group experience.

Derrick never did speak to his Career Advisor. He expressed some concerns with the concept - "What do I say to a person I have no rapport with, that I've never met, and who doesn't know me, about my personal development? Maybe I would be more comfortable if I could meet this person face-to-face." Still, NLA helped Derrick think more about his own career development and future career plans. He felt the experience "broadened his horizons professionally."

A couple of months into NLA, Derrick expressed an interest in going into business for himself. The Topical Work Group experience in particular provided Derrick with direction for these plans. The group identified a real need among non-profit youth serving entities for information on, guidance with, and assistance in defining appropriate uses of technology to support operations and services, giving Derrick a fresh perspective on ways he might get involved. In fact, with his new web development skills, he's already done some consulting work in the New York City area.

At the outset, Derrick expressed an interest in moving away from direct service provision at the local level and into work that would allow him to explore youth development on a more national level. Towards that end, Derrick recently took a new job with a small, private research company, Research and Evaluation Associates, based out of North Carolina. He has been assigned to the Job Corps National Office in the Division of National Program Development at the U.S. Department of Labor. He is responsible for examining quality of life as it relates to the residential component of Job Corps nationwide. From Derrick's perspective, one of the most attractive elements of the new position is

that the work will support his ongoing efforts to build a network, begun in earnest while participating in NLA.

> "NLA brings together an extremely diverse group of individuals, but with a shared respect. This is a very even playing field."
> *Derrick Dolphin*

Derrick considers the people he's met to be one of the most valuable resources he's acquired as a result of NLA. He enjoyed coming into contact with people so committed to the work that they do. He said that the interactions and connections he made with this group and the shared respect they had for one another was something he couldn't have gotten anywhere else.

Derrick expects to benefit from his experiences as a New Leader for the rest of his life. He had become exhausted from his years working directly with young people and had been considering getting out of the field. The New Leaders Academy expanded his outlook and made him aware of alternative possibilities. "It's been great to be part of NLA. People in the field view it as a seal of approval. I feel 'certified.'" Derrick will continue to serve the youth development field but in a broader capacity and looks forward to this new role.

EPILOGUE

As part of the evaluation efforts, NYEC asked the research team to follow-up with the four profile participants during the six months immediately following the program year to identify and report additional impacts of the New Leaders Academy. Two and six months after completing the NLA program year (February and June 2000), profile participants were asked to respond in writing to a short series of open-ended questions. The questions were designed to collect participant's thoughts on lessons learned from the NLA experience; how NLA has impacted their work and career/career decisions; frequency of contact with other NLA participants, staff, or faculty; and recommendations to strengthen the program in the future. Participation in the follow-up, like participation in profiles, was entirely voluntary. Of the four participants represented in the "Developing New Leaders" report, three -- Lora, Kim, and Derrick -- responded to both sets of follow-up questions.

> "If one is going to represent the field as a 'leader,' than one has to be on point every step of the way."
>
> *Derrick Dolphin*

In February and then again in June, New Leaders were asked to reflect upon their experiences and share, from their perspective, the most valuable lessons learned or experiences gained during the program year. Both Lora and Kim reported increases in confidence and a heightened sense of self-worth. All three -- Lora, Kim, and Derrick -- spoke of the high value they placed on becoming part of a network of leaders in the youth development field. Lora and Derrick also reported gaining a better understanding of "what it means to be a leader" and now make a conscious effort to exhibit leadership qualities in all of their professional activities. As Derrick indicated, "I have come to realize that the youth/workforce development field is pretty small. You will constantly come in contact with people you have met in your past or people who know others that you have met. That is why you have to maintain a level of professionalism and produce work that reflects quality...If one is going to represent the field as a 'leader,' than one has to be on point every step of the way."

Participants were also asked to relate how their experiences as New Leaders are impacting their work and careers. As mentioned in more detail in the documentary report, Lora and Derrick took new jobs towards the end of the NLA program year, and Kim was promoted within her organization.
At the beginning of the program year, Derrick had been seriously considering career opportunities outside of the youth development field. His NLA experiences served as a reminder that his work was important and his contributions valuable. He had been providing direct services at the local level. He now has a new position that allows him to continue to serve in the youth development field, but in a broader capacity and on a national level. Six months into his new job, he is finding that his NLA experiences support him as he works to develop the necessary subject matter knowledge and skills required to serve in his new position.

> "Struggles, challenges, and change are the nature of this business and all build character. I have handled them all and that's what makes me a leader."
>
> *Lora Clack*

Lora, who also chose to accept a new position, is, like Derrick, finding that her new role requires her to expand beyond her immediate knowledge and experiences in the field. In addition, she's observed that, because she is a New Leader, her colleagues are relying on her more and more for opinions and solutions. She credits NLA with giving her the confidence she needs to meet these new challenges.

Kim reports that, with the increased awareness of other programs and vehicles for serving youth that she gained though NLA, she has begun to lead her organization in efforts to form partnerships with other youth serving groups in the community. She has come to think more globally about the issues that impact her organization and programs, and, with these new collaborations, she is able to leverage more resources and make more of a contribution. In forming these partnerships, she hopes to expand the programs and services offered through her organization. Kim has been asked to make a presentation on youth programs at a large regional conference in the fall. She credits the invitation and her ability to accept it, in part, to her experience with NLA.

> "Having a network of peers to discuss things with is very important, and the New Leaders can give me a perspective that I can't get from friends and colleagues that I associate with in my daily life."
>
> *Kimberly Keith*

We also asked profile participants how much contact they have with fellow New Leaders, staff, and faculty now that the program year is done. All three follow-up participants have run into fellow New Leaders informally at meetings over the past six months. Kim and Lora who, during the program year, formed deeper relationships with New Leaders outside of the Topical Work Groups and Residential Training sessions, continue to be in contact with these individuals. Kim is working with other alumni to form an alumni group. Through NLA staff, she also came into contact and became friends with a New Leader in the following year's class and is enjoying this new connection.

Additionally, Kim and Derrick have been recruited to assist NYEC with the new Youth Opportunity (YO!) Directors Academy, a professional development experience for Directors of Youth Opportunity Grants modeled closely after the NLA. The Directors Academy is designed to give the directors technical support while exposing them to current knowledge and expertise in youth research, policy, and practice. The two NLA alumni are serving as facilitators for discussion groups, providing feedback on their experiences as New Leaders, offering examples of best practice from their home organizations, and sharing thoughts on what it means to be a leader.

Six months later, participants remained enthusiastic, however, they did offer some suggestions for improving the program in the future. Many of the Topical Work Groups never really completed their projects as they were defined in the beginning of the program year. The groups simply ran out of time. Participants suggested lengthening the program by half a year, from twelve to eighteen months, to provide more time for Topical Work Group members to develop ideas. Derrick and Lora also indicated that the Career Advisor component did not meet their expectations. Derrick suggested that if he had been able to select a Career Advisor who he could have met with face to face, he might have been able to build a more meaningful relationship.

Overall, feedback continues to be very positive. As Lora commented, "There is always room for improvement, but even if everything was to remain the same, NYEC couldn't go wrong with this endeavor." Kim also completed her final questionnaire with a strong endorsement, "I can definitely say this is an excellent program. More of the same is what I would say. Kudos to NYEC and Adrienne Smith."

NEW LEADERS ACADEMY

Impact Evaluation

An Analysis of the Leadership Index Survey
Administered March-April 2000

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August 9, 2000

TABLE OF CONTENTS

Introduction....1

Part I Personal Growth: Changes in Individual Capacity....3

A. Professional Life and Outlook....4

B. Knowledge and Skills....5

Part II Networking: Changes in Interpersonal Relationships....6

A. Degree of Change in Interaction and Influence with Individuals

1. Organizational Level....7

2. Community Level....7

3. National Level....7

B. Forms of Interaction

1. Organizational Level....9

2. Community Level....9

3. National Level....10

Part III Leadership Development: Involvement in Leadership Activities....12

A. Leading Improvement Activities....13

B. Presentations and Information Sharing....14

C. Professional Contributions....15

D. Direct Service....16

Appendix: Leadership Index Instrument with Responses

INTRODUCTION

One of the major objectives of the New Leaders Academy is to stimulate positive changes in the professional and personal lives of NLA participants. In addition to promoting leadership development within the fellows themselves, a second objective of NLA is to strengthen the youth field by creating a network of youth leaders and by building organizational capacity. Thus, three broad categories of change are anticipated:

- changes within the New Leaders themselves;
- changes in their interactions with others; and
- changes in their professional leadership activities.

A questionnaire was administered to the Class of 1999 that afforded the New Leaders an opportunity to report the degree of change experienced in each of these categories mentioned above. Referred to as the "Leadership Index," the instrument sought to capture changes in personal and professional development as a result of participation in NLA over the previous 12 to 14 months. The instrument is divided into three main parts addressing intrapersonal growth, interpersonal networking, and involvement in leadership activities. Within each part subsections examine facets of that leadership dimension. In Part II, change is examined at the organizational, the community, and the national levels.

Throughout the questionnaire the same five point scale was used to quantify the degree of change experienced: 0 = none, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive. The questions asked the New Leaders to write in or circle the corresponding number that best matched the degree of change they had experienced. The letters NA were used to indicate "Not Applicable."

The Leadership Index was mailed to the 27 active NLA fellows in March of 2000. Twenty one (78%) of the fellows completed and returned the questionnaire. The results are summarized and presented in this document. A copy of the full instrument is attached. For each item in each category, the actual number of responses is indicated.

To simplify the presentation of the results, the research team combined the response categories of "considerable" (3) and "extensive" (4) change into a new category we named "Great Change." Thus the graphs that follow depict the proportion of respondents that report experiencing strong positive change, dubbed "Great Change."

In general, the following patterns were found. The greatest degree of positive growth occurred at the individual level. Participation in NLA had a strong positive effect on the New Leaders' professional identity while increasing their knowledge and skills as professionals. Likewise, New Leaders reported significant gains in their personal abilities to enhance direct service to youth.

With respect to building a professional network, the degree of interaction with others was greatest at the organization level, followed closely by the community. In comparison, the amount of Great Change experienced at the national level was low, although a third of respondents indicated strong positive increases among peers and other service providers.

In terms of leadership activities, about half the respondents indicated strong positive increases in behaviors that might be termed "leading improvement activities." These tended to occur at the organizational level. Over half reported strong positive increases in presenting information within their home organization and to other organizations, while a third or less reported significant increases in presentations at conferences, to boards, or to the business community.

While the New Leaders reported strong positive increases in activities where they serve as a resource to others, this holds true only for informal venues of interaction. Only a third or less reported similar levels of change evidenced by serving in official professional capacities such as on advisory boards or subcommittees within professional organizations.

Eighteen of the 21 respondents indicated that their duties involve direct service to youth. Virtually every one of them reported a strong positive change in their ability to contribute directly to improving student outcomes. Two thirds reported similar levels of change in their ability to contribute to youth programming, assessment or organizational improvement.

Taken together, these findings suggest that NLA is meeting its goals of developing new leaders while at the same time strengthening the organizations and communities in which they work.

Part I Personal Growth: Changes in Individual Capacity

It is assumed that effective leaders must first see themselves as leaders and possess the requisite skills to act like leaders. Therefore, the first set of questions in the Leadership Index sought to examine the intrapersonal growth that occurred within New Leaders as a result of their participation in NLA. By intrapersonal we mean the changes the individual experienced with regard to their sense of professional identity and gains in their professional knowledge and skill.

Growth in one's professional identity is evidenced by such things as broadened perspectives; a sense of increased empowerment to make a difference; a sense of efficacy in getting goals accomplished; and a sense of increased pride and professional prestige.

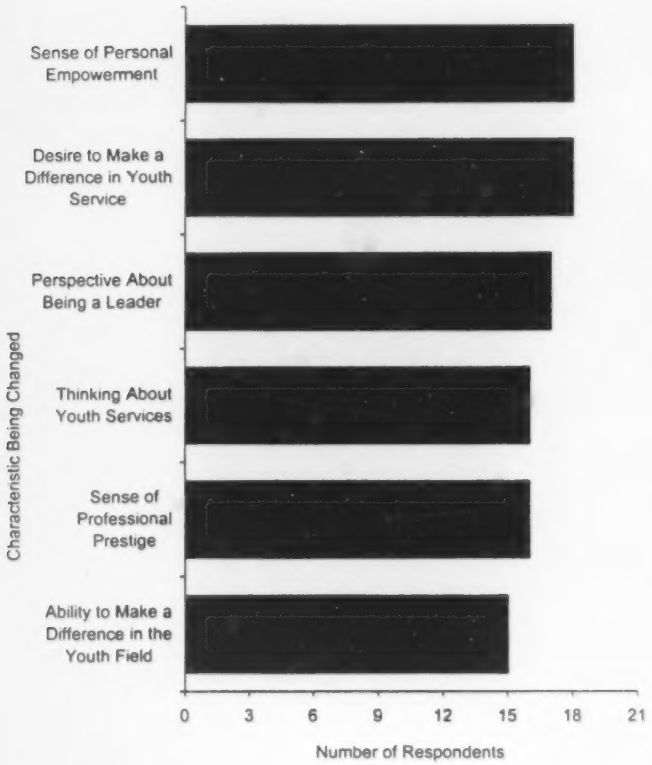
Growth with respect to knowledge and skills is evidenced by more effective planning skills; better understanding of relevant concepts and approaches; the ability to integrate concepts and make connections; and improved know-how on substantive matters.

A. Professional Life and Outlook: Professional Identity

- Responses to this set of questions were high overall. At least 15 out of 21 respondents (71%) experienced a "great change" for each of the 6 items reflecting professional life and outlook.

- The items where respondents felt they had undergone the greatest amount of change, with 18 out of 21 respondents (85%) experiencing a "great change," were sense of personal empowerment and desire to make a difference.

Figure 1: New Leaders Indicating "Great Change" in Professional Life and Outlook



B. Knowledge and Skills

- Ten items captured change with respect to New Leader's Knowledge and Skills. In general, there was greater variation across the items in this section compared to the prior section.

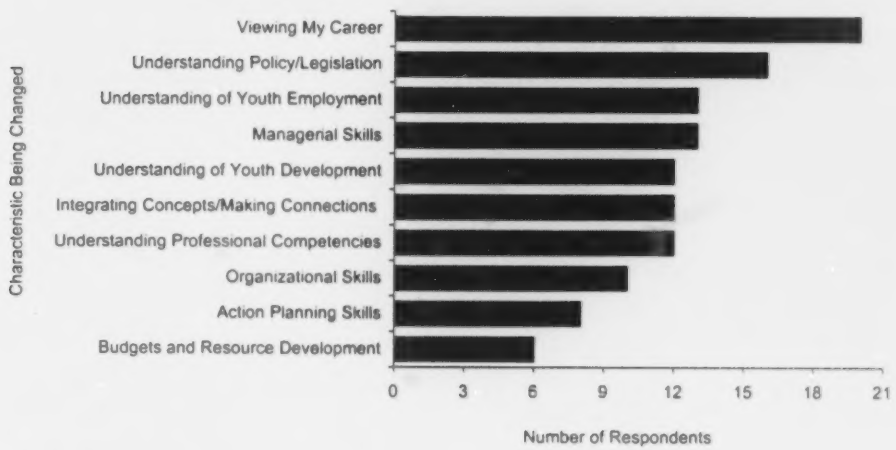
- In 7 out of the 10 items, more than half of the respondents indicated they experienced strong positive gains in knowledge and skills.

- Notably, 20 out of 21 respondents (95%) experienced a "great change" in how they view their career.

- 16 New Leaders (76%) felt a "great change" in their understanding of relevant legislation and policy.

- However, only 6 New Leaders (28%) felt there had been a "great change" in their ability to prepare budgets and handle resource development. Similarly, 8 respondents (38%) felt that the NLA training led to a "great change" in their action planning skills.

Figure 2 : New Leaders Indicating "Great Change" In Knowledge and Skills



Part II Networking: Changes in Interpersonal Relationships

Having established the respondents' level of individual change, the Leadership Index next sought to examine the changes in interpersonal relationships, that is across individuals. It is assumed that leaders rely on strong interpersonal networks and relationships to stay informed, exert their influence and manage change.

The instrument examined the degree of change experienced by New Leaders in their interpersonal relationships at three levels of influence.

Organizational: with individuals within their home organization.
Community: with individuals from other organizations within their community
National: with individuals from other organizations across the nation.

The instrument captured change at all three levels for a wide variety of interactions with other youth-serving professionals. In simple terms, the instrument asked two questions about interpersonal development that might be abbreviated "Who" and "What".

The interpersonal development of New Leaders with regard to interactions they had with others were examined in the questions in the first half of this section. Thus, changes in breadth of interaction might be evidenced by an expanded pool of contacts and broader professional networks, including peers, managers, board members, policy makers, funders, officials and other players in the youth service field.

In the second half of the section, the instrument examined what forms these interactions were taking. Thus, for each level, changes in types of interaction might be evidenced by deeper levels of involvement in current duties; greater interaction with the pool of current contacts and networks; increases in responsibility; and increases in credibility among colleagues and supervisors.

It is noted that not all categories of interaction pertain at the organizational level. By definition college and university staff, government officials and policy makers, foundation and funding officers and business leaders and employer partners, are external to the home organization. Therefore, respondents were only asked to consider these relationships at the community and national level.

Overall, the greatest amount of strong positive change was experienced at the organizational level, followed by the community and then the national levels. However, a significant amount of strong positive change with respect to expanded forms of interactions with individuals at the community and national levels was reported. Taken together, these findings suggest that NLA is having its intended effect of building organizational capacity as well as stimulating individual professional growth. At the same time, NLA promotes the expansion of networks of youth serving professionals at the community and national levels.

A. Degree of Change in Interaction and Influence with Individuals:

Organizational Level:

- New Leaders reported significant levels of change in their interactions with three of the five categories of individuals at the organizational level, namely peers, managers, and program directors, in that order (see Figure 3).

- The greatest degree of change took place with respect to interactions and influence with peers and/or other service providers. Three quarters of the New Leaders reported strong positive change among this group.

- The least amount of strong positive change occurred with respect to interactions with parents and family members, with only one quarter of the respondents experienced a "great change."

Community Level

- In comparison to the changes at the organizational level, responses at this level were generally lower in terms of the amount of change that respondents felt took place.

- Again, the greatest change was experienced with respondents' peers and/or other service providers, this being the only question in which a majority of respondents experienced a great amount change (11 out of 20 respondents).

- Among program/project managers, none felt that the change was "extensive," and while 10 felt that the change was "considerable," 6 reported no change at all.

- The smallest amount of change was experienced with college/university staff, with only 2 out of 20 respondents reporting great change. It should be noted that nearly one third of respondents felt interaction with college staff was "not-applicable" to them (see Figure 4).

- One third indicated that interaction with advisory board members was "not applicable."

National Level

- At this level, New Leaders experienced the least amount of significant change. Over half of the respondents felt that interaction with 4 groups at this level did not apply to them.

- As at the other levels, the greatest amount of change taking place among respondents was with peers and other service providers. One third of respondents said that a "great change" had taken place as a result of the training (see Figure 3).

- Only 4 out of 20 respondents (20%) experienced a change with business leaders and/or employer partners at all, while 14 (75%) indicated that interaction was "not-applicable."

Figure 3 : New Leaders Indicating "Great Change" In Interpersonal Relationships (All Levels)

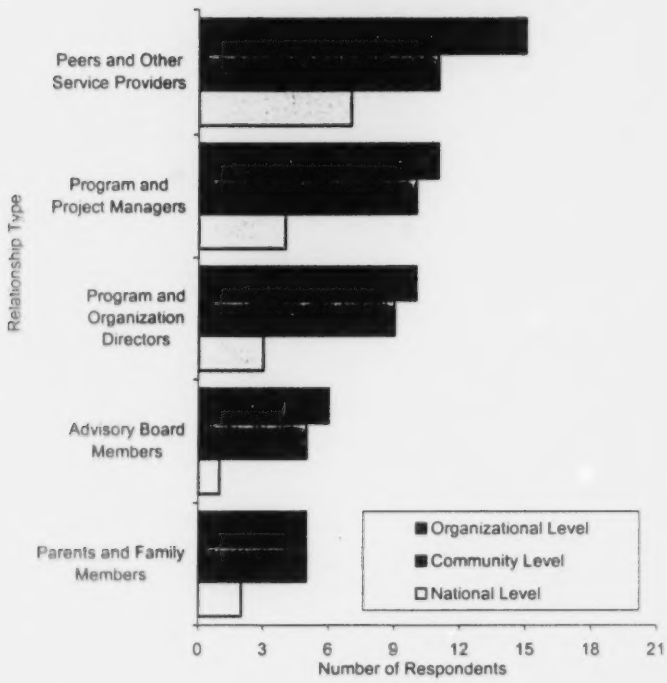
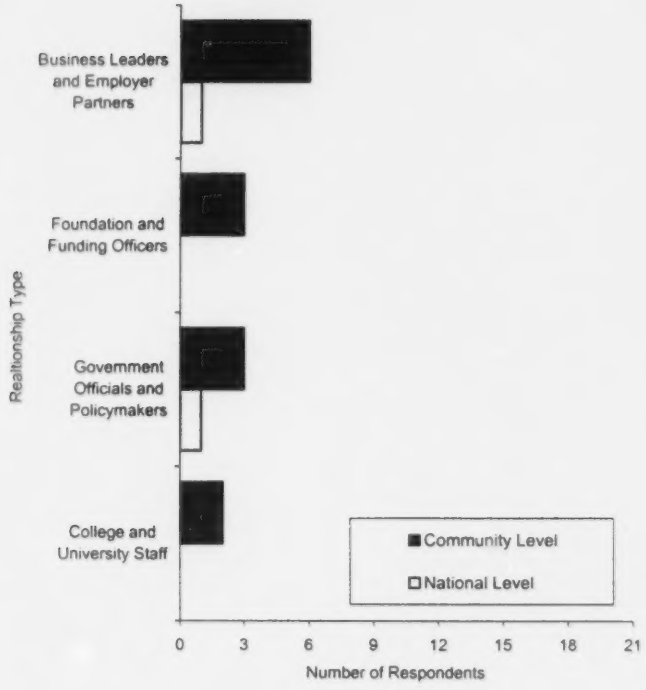


Figure 4: New Leaders Indicating "Great Change" In Interpersonal Relationships (National & Community Levels)



B. Forms of Interaction

While interaction among a growing network of colleagues is important to ensure access and exert influence, NLA seeks to instill leadership qualities that enable New Leaders to be effective within these expanded networks. In this section of the instrument, respondents indicated the degree of change they experienced in the forms of interaction with colleagues at the organizational, community and national levels.

The eight items in this section have been divided into two broad categories. The first four are considered "network-oriented activities" that reflect changes in existing or new networks (See Figure 5). The second four items are considered "leadership-oriented activities" that reflect changes in responsibility and credibility (see Figure 6).

Organizational Level:

- At the organizational level, respondents reported the greatest change when answering questions that alluded to their leadership abilities. This suggests that New Leaders have already built organizational networks and are now taking on more responsibility within their home organizations.

- For example, 12 out of 20 respondents (60%) felt a strong positive change" had taken place with respect to their increased responsibility for supporting others, while 12 out of 21 (57%) felt the same way in terms of their being assigned to represent their organization or program to others.

- In summary, for all four leadership-oriented questions, the majority of respondents said that a "great change" had taken place (see Figure 6).

- In comparison, for all four network-oriented questions, less than half of the respondents felt that a "great change" had taken place (see Figure 5).

- Not surprisingly, the level of change for "extended networks outside of the youth field" was low at the organizational, community and national levels since NLA concentrates its efforts within the youth field.

Community Level:

- Interestingly, the response patterns are different at the community and national levels. At these levels, respondents indicated that the greatest changes occurred in the network-oriented (see Figure 5) items rather than the leadership-oriented items (see Figure 6). This suggests that New Leaders are still establishing themselves at the community and national levels.

- For example, only 6 out of 20 (30%) reported a "great change" in their increased responsibility for supporting others, and 9 (42%) felt the same about being assigned to represent their organization or program to others at the community level.

- In general, "strong positive change" at this level took place through networking. Twelve respondents (57%) reported this with extended networks within the youth field and greater or deeper involvement with their existing network, while 13 (62%) felt a "great change" in making broader contacts in a wider network (see Figure 5).

- As noted above, the least amount of change took place in extended networks outside of the youth field, with only 4 respondents (20%) reporting strong positive change.

National Level

- The responses at this level mirror those at the community level, with the least amount of "great change" [1 out of 20 (5%)] taking place in terms of extended networks outside of the youth field. Likewise, the greatest degree of change was experienced through extended networks within the youth field and through broader contacts in a wider network (see Figure 5).

- Also mirroring the previous section, responses were low for items addressing leadership skills. Only 3 respondents (14%) reported strong positive change in their increased responsibility for supporting others, and the same proportion reported a "great change" in being assigned to represent their organization or program to others (see Figure 6).

It is interesting to note that respondents reported identical levels of change for the following forms of interaction at both the community and national levels:

Network Oriented:
- Broader/Expanded Contacts in a Wider Network. [13 out of 21 (62%)]
- Extended Networks within the Youth Field. [12 out of 20 (60%)]

Leadership Oriented:
- Called Upon by Others for Assistance. [7 out of 21 (33%)]

Overall, positive change in leadership-oriented forms of interaction was reported to be highest at the organizational level, decreasing at the community level and further decreasing at the national level.

Figure 5: New Leaders Indicating "Great Change" In Network-Oriented Forms of Interaction

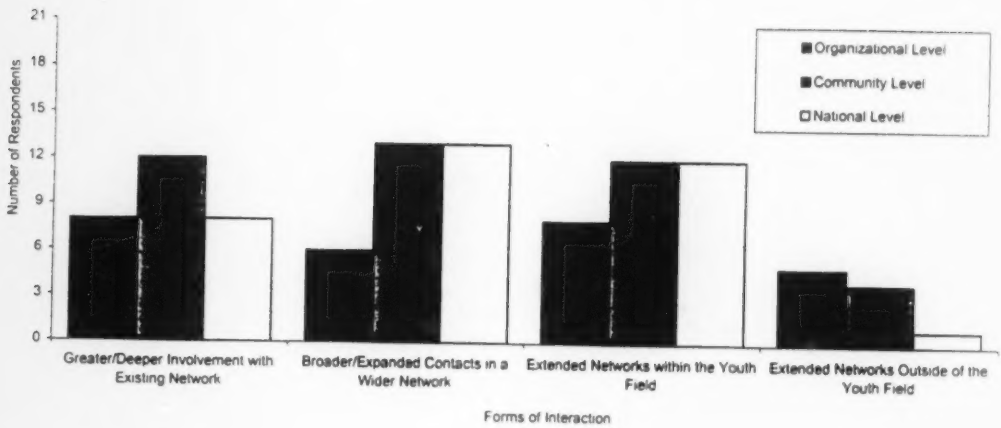
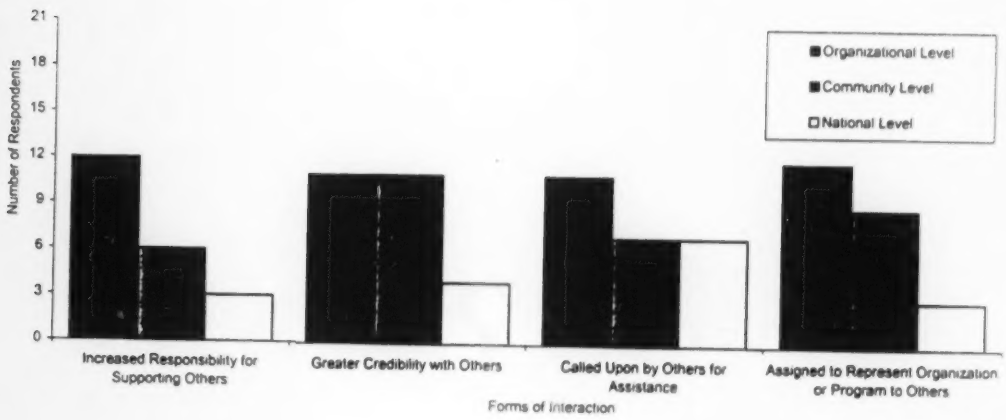


Figure 6: New Leaders Indicating "Great Change" In Leadership-Oriented Forms of Interaction



Part III Leadership Development: Involvement in Leadership Activities

When we think of leadership, we often think of the observable activities and behaviors commonly associated with leaders, such as managing new initiatives, initiating program improvements, or leading development activities. This part of the instrument examines the behavioral development of New Leaders, leading to increased roles in and contributions to leadership activities.

This part of the instrument is divided into four sections: Improvement Activities; Presentations and Information Sharing; Professional Contributions; and Direct Service.

In the first section, Leading Improvement Activities, improvement efforts are evidenced by greater involvement in program development, curriculum development, participation in the professional development of self and others; and serving as a consultant.

In the second section, Presentations and Information Sharing, presentations are evidenced by increases in quantity and quality of oral and written presentations to boards, community members, and funders, and greater involvement in conferences, workshops and training sessions.

In the third section, Professional Contributions, contributions to the profession are evidenced by increased roles in and contributions to advisory boards, professional organizations, and volunteer associations, as well as other forms of informal leadership that may not have an official "title" associated with them, referred to here as, "serving as a resource to others."

Finally, in the fourth section, Direct Service, direct effects on youth programs and youth themselves has been evidenced by greater roles in program management and administration, program delivery, increases in outcomes, organizational performance and other indicators of program improvement.

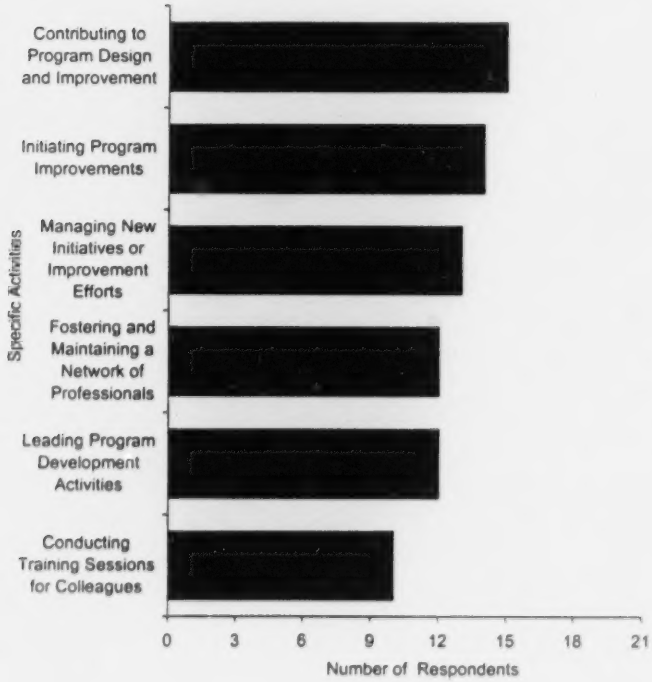
Across all four categories, the respondents reported consistently high degrees of change suggesting that New Leaders are indeed becoming increasingly involved in leadership activities that have a direct impact on their organizations, the programs they operate and the youth they serve.

A. Leading Improvement Activities

- Over half of all respondents (57% - 71%) reported that strong positive changes had taken place in response to each of these six activities, with only one exception (i.e. conducting training sessions for colleagues) where 10 out of 21 respondents (47%) felt this way.

- The greatest degree of strong positive change took place with respect to respondents contributing to program design and development.

Figure 7 : New Leaders Indicating "Great Change" in Leading Improvement Activities



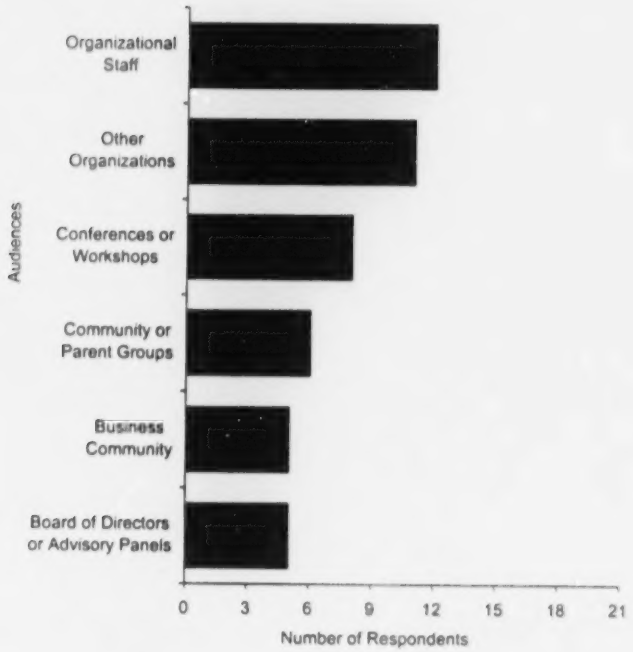
B. Presentations and Information Sharing

- Among these six items, the greatest degree of change took place in terms of presentations and information sharing with organizational staff and other organizations. Increases in presentations at conferences and workshops occurred to a lesser degree, with 8 out of 21 (38%) respondents indicating strong positive change.

- On the other hand, there were only marginal increases in information sharing with community or parent groups, boards of directors or advisory panels and the business community, with 28%, 24%, and 24% reporting strong positive increases respectively.

- Unlike most other items in the instrument, a large proportion of respondents indicated that "no change" had taken place with respect to two items in this section: sharing information with the business community [7 said no change took place (33%)], and sharing information with community or parent groups [8 felt this way (38%)].

Figure 8: New Leaders Indicating "Great Change" in Presentations and Information Sharing



C. Professional Contributions

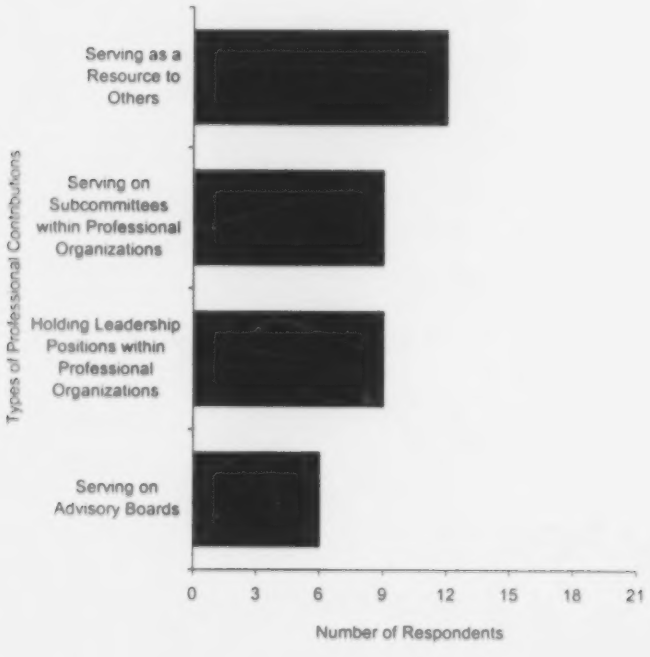
- For these activities, the greatest amount of strong positive change (57%) took place with respect to respondents serving as "an informal resource" to others.

- The least amount of change took place in the more official and formal arena of serving on advisory boards, with 6 out of 21 (28%) respondents reporting strong positive change. An even higher proportion reported no change (33%).

- Nine respondents each (43%) experienced a "great change" in terms of serving on subcommittees within professional organizations and holding leadership positions within professional organizations.

- In general, it would appear that for the three forms of service associated with a formal position (i.e. advisory boards, subcommittees, leadership positions in professional organizations) only modest amounts of change took place in the 18 months since New Leaders joined NLA. It is important to note that opportunities to assume formal, official positions within professional organizations are rare and will require time to access. At the same time, for the one informal position (i.e. serving as a resource to others), over half reported that a "great change" took place. Taken together, it is probably safe to conclude that New Leaders actively contribute to their profession through whatever means present themselves.

Figure 9: New Leaders Indicating "Great Change" in Professional Contributions



D. Direct Service

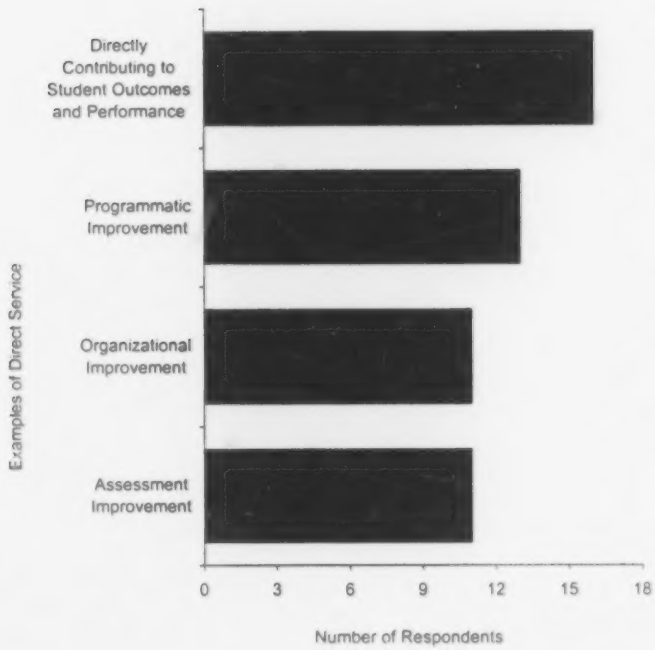
- 18 of the 21 respondents indicated that they held responsibility for providing services directly to youth. Overwhelmingly, these respondents indicated that they have experienced strong positive changes in their abilities to improve these services.

- Across all four direct service items, the majority of responses indicated that the degree of change was either "considerable" or "extensive."

- Remarkably, 16 out of the 18 respondents (89%) reported a "great change" in their ability to directly contribute to student outcomes and performance.

- Over three-quarters (81%) reported strong positive changes in their ability to directly contribute to programmatic involvement. Sixty-one percent reported the same high degree of change with respect to their abilities to contribute to organizational improvement and assessment improvement.

Figure 10: New Leaders Indicating "Great Change" in Direct Service



Summary of Responses to Leadership Index Questionnaire

21 out of 27 New Leaders (78%) responded to the Leadership Index Questionnaire.

Part I Personal Growth: Changes in Individual Capacity

For each statement below, select an adjective that best describes the level of change you have experienced as a result of participation in NLA and circle the corresponding number.

0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

A. Professional Life and Outlook	0	1	2	3	4	Great Change
I.AI (N=21 respondents) NLA stimulated _____ change in my thinking about youth services	0	0	5	12	4	16
I.A2 (N=21 respondents) There has been _____ change in my perspective about being a leader	0	1	3	9	8	17
I.A3 (N=21 respondents) I have experienced _____ increases in my desire to make a difference in youth service	0	2	1	8	10	18
I.A4 (N=21 respondents) NLA made _____ changes in my sense of personal empowerment	0	0	2	13	6	18
I.A5 (N=21 respondents) There has been _____ increase in my ability to make a difference in the youth field	1	1	4	13	2	15
I.A6 (N=21 respondents) There has been _____ increase in my sense of professional prestige	0	1	4	7	9	16

* Note: "Great Change" = The number of responses to the categories "Considerable" and "Extensive" combined.

0= no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

B. Knowledge and Skills	0	1	2	3	4	Great Change
I.B1 (N=21 respondents) NLA had _____ impact on my action planning skills	1	1	11	7	1	8
I.B2 (N=21 respondents) There has been _____ change in my understanding of youth development	0	2	7	9	3	12
I.B3 (N=21 respondents) There has been _____ change in my understanding of youth employment	0	4	4	12	1	13
I.B4 (N=21 respondents) There has been _____ change in my ability to integrate concepts and make connections in youth employment and development	0	2	7	12	0	12
I.B5 (N=21 respondents) There has been _____ change in my understanding of relevant legislation and policy	2	1	2	13	3	16
I.B6 (N=21 respondents) There has been _____ increase in my managerial skills	0	3	5	11	2	13
I.B7 (N=21 respondents) There has been _____ increase in my understanding of workplace competencies for youth serving professionals	0	5	4	9	3	12
I.B8 (N=21 respondents) There has been _____ increase in my organizational skills	4	1	6	9	1	10

I.B9 (N=21 respondents) There has been _____ change in my ability to prepare budgets and handle resource development	4	4	7	6	0	6
I.B10 (N=21 respondents) There has been _____ change in my viewing my career	1	0	0	9	11	20

Part II Networking: Changes in Interpersonal Relationships

We are interested in determining the degree of change you have experienced in your interactions with and influence on individuals in your organization and community, as well as with professionals in other settings. Using the same coding descriptors as above, please indicate the degree of change you have experienced at each of the three levels of influence (organizational, community, national). If you had no interactions at a particular level, write the letters NA.

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

A. Degree of Change in Interaction and Influence with:

Organizational	**NA**	**0**	**1**	**2**	**3**	**4**	**Great Change**
II.A1 (N=20 respondents) Peers / Other Service Providers	0	1	1	3	11	4	15
II.A2 (N=21 respondents) Program / Project Managers	1	1	2	6	8	3	11
II.A3 (N=21 respondents) Program / Organization Directors	1	4	1	5	8	2	10
II.A4 (N=21 respondents) Advisory / Board Members	6	5	0	4	6	0	6
II.A5 (N=20 respondents) Parents and Family Members	5	8	0	2	4	1	5

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

Degree of Change in Interaction and Influence with:

Community

	NA	0	1	2	3	4	Great Change
II.A6 (N=20 respondents) Peers / Other Service Providers	0	1	3	5	9	2	11
II.A7 (N=20 respondents) Program / Project Managers	0	6	0	4	10	0	10
II.A8 (N=21 respondents) Program / Organization Directors	1	4	1	6	9	0	9
II.A9 (N=21 respondents) Advisory / Board Members	7	5	1	3	3	2	5
II.A10 (N=20 respondents) Parents and Family Members	5	6	1	3	4	1	5
II.A11 (N=21 respondents) Government Officials/ Policymakers	5	2	4	7	3	0	3
II.A12 (N=20 respondents) Foundation and Funding Officers	4	6	1	6	3	0	3
II.A13 (N=20 respondents) College / University Staff	6	5	1	6	2	0	2
II.A14 (N=20 respondents) Business Leaders / Employer Partners	5	2	2	5	3	3	6

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

Degree of Change in Influence and Interaction with:

National

	NA	0	1	2	3	4	Great Change
II.A15 (N=21 respondents) Peers / Other Service Providers	3	4	3	4	3	4	7
II.A16 (N=20 respondents) Program / Project Managers	4	7	1	4	2	2	4
II.A17 (N=21 respondents) Program / Organization Directors	6	6	2	4	3	0	3
II.A18 (N=21 respondents) Advisory / Board Members	12	7	0	1	1	0	1
II.A19 (N=21 respondents) Parents and Family Members	11	7	0	1	2	0	2
II.A20 (N=21 respondents) Government Officials/ Policymakers	8	5	5	2	1	0	1
II.A21 (N=21 respondents) Foundation and Funding Officers	8	4	4	5	0	0	0
II.A22 (N=21 respondents) College / University Staff	13	6	1	1	0	0	0
II.A23 (N=21 respondents) Business Leaders / Employer Partners	14	3	1	2	1	0	1

B. Forms of Interaction

In order to better understand the nature of change in interactions with the groups and individuals listed in the last section, please indicate the degree to which you experienced change with respect to each of the various forms of interaction listed below. Use the same coding scheme as in the previous sections.

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

Organizational	**NA**	**0**	**1**	**2**	**3**	**4**	**Great Change**
II.B1 (N=21 respondents) Greater / deeper involvement with my existing network	1	2	4	6	5	3	8
II.B2 (N=21 respondents) Broader / expanded contacts in a wider network	2	3	3	7	3	3	6
II.B3 (N=20 respondents) Extended networks within the youth field	2	4	3	3	5	3	8
II.B4 (N=21 respondents) Extended networks outside of the youth field	2	7	4	3	4	1	5
II.B5 (N=20 respondents) Increased responsibility for supporting others	0	1	3	4	9	3	12
II.B6 (N=21 respondents) Greater credibility with others	0	2	3	5	5	6	11
II.B7 (N=21 respondents) Called upon by others for assistance	0	1	3	6	4	7	11
II.B8 (N=21 respondents) Assigned to represent organization or program to others	0	4	3	2	3	9	12

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

Community	NA	0	1	2	3	4	Great Change
II.B9 (N=21 respondents) Greater / deeper involvement with my existing network	1	3	2	3	10	2	12
II.B10 (N=21 respondents) Broader / expanded contacts in a wider network	1	2	2	3	8	5	13
II.B11 (N=20 respondents) Extended networks within the youth field	1	3	3	1	9	3	12
II.B12 (N=21 respondents) Extended networks outside of the youth field	1	7	2	7	1	3	4
II.B13 (N=20 respondents) Increased responsibility for supporting others	2	3	2	7	4	2	6
II.B14 (N=21 respondents) Greater credibility with others	1	3	2	4	5	6	11
II.B15 (N=21 respondents) Called upon by others for assistance	1	1	5	7	3	4	7
II.B16 (N=21 respondents) Assigned to represent organization or program to others	1	5	1	5	1	8	9

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

National	NA	0	1	2	3	4	Great Change
II.B17 (N=20 respondents) Greater / deeper involvement with my existing network	4	3	2	3	7	1	8
II.B18 (N=21 respondents) Broader / expanded contacts in a wider network	1	1	4	2	6	7	13
II.B19 (N=20 respondents) Extended networks within the youth field	0	2	1	5	5	7	12
II.B20 (N=20 respondents) Extended networks outside of the youth field	3	5	4	7	0	1	1
II.B21 (N=20 respondents) Increased responsibility for supporting others	6	3	2	6	1	2	3
II.B22 (N=21 respondents) Greater credibility with others	4	3	1	9	2	2	4
II.B23 (N=21 respondents) Called upon by others for assistance	6	3	2	3	5	2	7
II.B24 (N=21 respondents) Assigned to represent organization or program to others	5	5	4	4	2	1	3

Part III Leadership Development: Involvement in Leadership Activities

Lastly, we are interested in determining the degree to which you have experienced increases in the following leadership activities as a result of your participation in the NLA. For each statement below, select an adjective that best describes the level of change you have experienced as a result of participation in NLA and circle the corresponding number.
0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

A. Leading Improvement Activities	0	1	2	3	4	Great Change
III.A1 (N=21 respondents) Leading program development activities	3	1	5	6	6	12
III.A2 (N=21 respondents) Managing new initiatives or improvement efforts	2	3	3	9	4	13
III.A3 (N=21 respondents) Contributing to program design and development	1	2	3	7	8	15
III.A4 (N=21 respondents) Conducting training sessions for colleagues	3	4	4	6	4	10
III.A5 (N=21 respondents) Initiating program improvements	2	2	3	7	7	14
III.A6 (N=21 respondents) Fostering and maintaining a network of professionals	0	3	6	5	7	12

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

B. Presentations and Information Sharing	NA	0	1	2	3	4	Great Change
III.B1 (N=21 respondents) To organizational staff	0	2	1	6	9	3	12
III.B2 (N=21 respondents) To Board of Directors or Advisory Panels	3	5	6	2	3	2	5
III.B3 (N=21 respondents) To other organizations	0	1	4	5	8	3	11
III.B4 (N=21 respondents) To the business community	0	7	1	8	2	3	5
III.B5 (N=21 respondents) To community or parent groups	0	8	1	6	4	2	6
III.B6 (N=21 respondents) At conferences or workshops	0	4	7	2	5	3	8

C. Professional Contributions	NA	0	1	2	3	4	Great Change
III.C1 (N=21 respondents) Serving on advisory boards	1	7	4	3	5	1	6
III.C2 (N=21 respondents) Serving as a resource to others	0	0	0	9	7	5	12
III.C3 (N=21 respondents) Serving on subcommittees within professional organizations	0	4	2	6	7	2	9
III.C4 (N=21 respondents) Holding leadership positions within professional organizations	0	6	2	4	6	3	9

NA= not applicable, 0 = no change, 1 = slight, 2 = moderate, 3 = considerable, 4 = extensive

D. Direct Service

As a result of NLA, to what degree have you been able to improve your contribution to the following:

	NA	0	1	2	3	4	Great Change
III.D1 (N=21 respondents) Programmatic improvement	3	0	0	5	10	3	13
III.D2 (N=21 respondents) Organizational improvement	3	0	4	3	6	5	11
III.D3 (N=21 respondents) Assessment improvement	3	1	3	3	9	2	11
III.D4 (N=21 respondents) Directly contributing to student outcomes and performance	3	1	1	0	10	6	16